Resource Teachers: Learning and Behaviour

Professional Practice Toolkit

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RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/

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4. Professionalism

1. Introduction

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 includes system wide, targeted or individual support so that mokopuna with learning support needs, including disabilities are welcome and where their achievement, progress, wellbeing and participation is valued and supported. RTLB work with families/whānau, teachers and schools/kura and clusters of schools to help mokopuna fulfil their learning potential when barriers they face exceed the support from general classroom education and related resources.

RTLB teams (also known as 'clusters') are groups of itinerant, fully-registered specialist teachers who have the training and skills to provide the RTLB service. Each cluster has an allocated number of RTLB positions and has a professional leadership structure (cluster manager and practice leaders) that ensures all RTLB provide an effective, quality service to schools/kura and clusters of schools.

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

The **key stakeholders** in the RTLB service include:
    a. cluster schools/kura including:
- their teachers and students
- their families and whānau
- their iwi and Māori parents/community
- their Pacific parents/community
- RTLB

    b. regional Ministry of Education Learning Support.

1.1   Some expectations about the RTLB role

There are core beliefs that underpin RTLB work:
- 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.

RTLB facilitate change by:
- adhering to the principles of *He Pikorua*
- working collaboratively with others to provide practical support and advice
- working as a member of a team to develop, share and achieve mutually agreed goals
- keeping mokopuna and their whānau at the centre of decisions, actions and practices that affect their interests, goals and well-being

- using a holistic, strengths-based approach which enhances the mana of the individual and their community by focusing on their strengths and potential to address challenges
- actively seeking to understand and respect the cultural beliefs of those they interact with
- maintaining trusting, professional relationships within cluster schools/kura and with parents/whānau, communities and community agencies
- following *He Pikorua* in action.

1.2 He Pikorua

He Pikorua is the practice framework for all practitioners who work across learning support within our inclusive education system. Practitioners include RTLB and their managers, Ministry of Education Learning Support staff, and those in practice support roles. The guidance provided in *He Pikorua* allows RTLB to work together with others using the combined knowledge, experience, skills and professional expertise to support the achievement and wellbeing of our mokopuna.

He Pikorua focuses less on services and criteria, and more on joining up services to support mokopuna and the adults around them in ways that build on their strengths.

1.3   A word about 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'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 productive, valued and competitive in the world.

The [refreshed Māori education strategy: Ka Hikitia](#) sets out the strategic direction for Māori education and the actions that need to be taken across the Ministry, education agencies and the sector. It sets out how the Ministry will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions the Ministry will take. The guiding principles are:
- Excellent Outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes
- Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system
- Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau
- Productive Partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes
- Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system.

[The Action Plan for Pacific Education 2020-2030](#) maps the Government's commitment to transforming outcomes for Pacific learners and families and signals how early learning services, schools and tertiary providers can achieve change for Pacific learners and their families.
The Action Plan identifies five key shifts and a set of actions that are needed to achieve this vision:

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- work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic;
- confront systemic racism and discrimination in education;
- enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners;
- partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met; and
- grow, retain and value highly competent teachers, leaders and educational professionals with diverse Pacific whakapapa.

The Learning Support Action Plan 2019-2025 identifies six priorities that will improve how the education system supports mokopuna to learn and responding to their unique strengths, interests, needs, identities, languages and cultures. The RTLB service is a critical component of the network of learning support provision. In collaboration with the Ministry and other key learning support providers, the RTLB service has a pivotal role in supporting system level improvements.

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

2. He Urunga Tū: An Entrance to Engagement

He Urunga Tū – *An Entrance to Engagement* was born out of a challenge for RTLB best practice to:
- reflect the principles of the *Te Tiriti o Waitangi*
- be culturally responsive and inclusive
- embed *Ka Hikitia – Accelerating Success 2013-2017*[1] and *Tātaiako: Cultural Competencies for Teachers of Maori Learners* into our practice
- validate and acknowledge the "*work before the work*" that takes place before RTLB can engage with the *Request for Support*
- clarify the roles of RTLB, *whānau, kaiako* and *kura* through a culturally responsive lens
- validate and acknowledge the physical, mental, emotional and spiritual domains of the person/people involved
- create a safe working platform for RTLB to conduct themselves in a way where they could be most inclusive and least intrusive
- honour the entire process from the beginning to the end while recognising that every phase of the process is valued.

He Urunga Tū is a framework that was developed by Ngā Pouwhirinakitanga who are Māori RTLB working in schools and kura throughout Aotearoa. The framework was developed in collaboration with iwi around the country and emphasises the importance of RTLB being welcomed in to schools and homes as manuhiri (or visitors), and those provided with support as tangata whenua. This allows those that are supported to hold on to their mana and self-determine the pathway forward for them and their tamariki, mokopuna.

Using this framework RTLB may enable ākonga, kaiako and whānau self-determination. RTLB are *manuhiri* who are invited to facilitate, support and nurture the child through their learning journey. '*Ahakoa ko wai, ahakoa nō hea - No matter whom they are or where they are from'*.

The He Urunga Tū framework enables RTLB to be effective, inclusive, culturally responsive and safe in their practice. It guides and supports RTLB to facilitate the process in a manner that is respectful and professional and maintains positive working relationships.

He Urunga Tū – *An Entrance to Engagement* framework contains key phases that align well with *He Pikorua.*

| He Urunga Tū	He Pikorua
Ngā Whakaritenga / Waharoa & Whakaeke	Whakawhanaungatanga
Whaikōrero	Kohikohi
Hongi / Kai Ngātahi	Āta whakaaro / Tātai / Whakamahi / Whaikōrero
Whakawātea	Mana Motuhake

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[1] Now superceded by the refreshed Māori education strategy: Ka Hikitia

The He Urunga Tū framework uses the analogy of *pōwhiri* to illustrate that RTLB work in *kura* is always by invitation to support the *ākonga, kaiako and kura*.

He Urunga Tū
An Entrance to Engagement

Tangata Whenua
People of the land.
Those who have authority in a particular setting.

Manuhiri
Anyone new to the setting invited to facilitate, support and nurture the child through their learning.

Tangata Whenua and Manuhiri may include: Mokopuna, Tamaiti, Whānau, Hapū, Iwi, Akonga, Hapori, Liaison RTLB, SENCO, school staff, Government and Non-Government Agencies.

Whakawātea

Hongi/Kai Ngātahi

Ngā Whakaritenga / Waharoa

Whakaeke

Whaikōrero
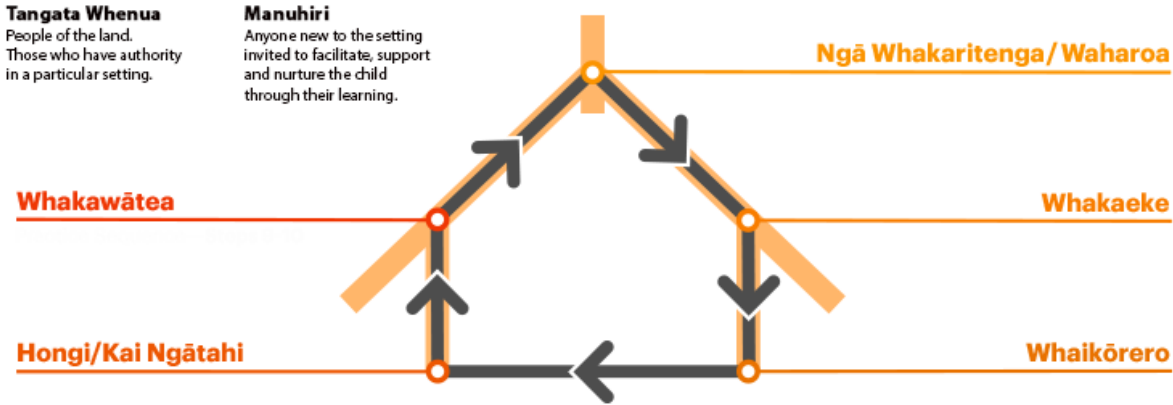
He Urunga Tū is about:

> **Tangata Whenua**
> People of the land. Those who have authority in a particular setting.
>
> **Manuhiri**
> Anyone new to the setting invited to facilitate, support and nurture the child through their learning journey.
>
> **Tangata Whenua and Manuhiri may include** Mokopuna, Tamaiti, Whānau, Hapū, Iwi, Ākonga, Hāpori, Liaison RTLB, learning support coordinators, school staff, Government and Non-Government Agencies.

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2.1 NZRTLB Tohu

"*Aroha Ki Nga Tamariki* – Love to all children"Gifted by Wharewera Koopu (*Ngāti Awa, Whānau ā-Apanui*)

The *tohu* is based on the famous Māori proverb:

He taonga rongonui, te aroha ki te tangata
Goodwill towards others is a precious gift

The *tohu* is:

- a *koru* design that is symbolic of Māori art form
- a *koru* design that depicts *ngā tamariki*, *ngā mātua* and *kaiako* - all intertwined together in some way
- a *tohu* that is uncomplicated and could easily be carved as a *manaia* if required and worn as a *taonga*
- a *tohu* that could incorporate a Māori proverb that is relevant to the work of RTLB.

The Māori *tohu* shows two smaller figures (*ngā tamariki*) being embraced by two larger figures (*ngā pākeke*).

Ngā pākeke represent *kaiako* and *ngā mātua* who are embracing, teaching and nurturing *ngā tamariki.* This is done under the umbrella of RTLB guidance (note the umbrella shape).

The *tohu* is purposely heart-shaped – Children are at the heart of the RTLB service.

Note: This *tohu* was originally designed and gifted to the NZRTLB Association by Wharewera Koopu (Ngāti Awa, Whānau ā-Apanui). Contributors to the development of *He Urunga Tū – An Entrance to Engagement* opted for this design to be at the centre of the framework as it was designed specifically to reflect our RTLB practice**.**

3. Practice

3.1 Scope of Practice

RTLB provide universal, targeted and individualised support so that mokopuna with learning support needs, including those with disabilities are welcome and where their achievement, progress, wellbeing and participation is valued and supported. RTLB practice is focused on teaching and learning in accordance with the New Zealand Curriculum and Te Marautanga o Aotearoa.

The Ministry is strengthening the way that learning support is provided through the Learning Support Delivery Model (LSDM) so that all mokopuna can get the best from their learning and time in education. The LSDM organises learning support around what best meets the needs of all mokopuna with learning support needs across a local community, including those who are neurodiverse, gifted and those at risk of disengaging from education.

The LSDM brings together groups of education providers in a community – local clusters of early learning services, kōhanga reo, schools and Māori medium kura – with other government agencies and service providers, to identify local needs and resources, and plan support based on the evidence of what we know works, and what is best to support individual or groups of mokopuna to learn. This could include developing systems and processes to ensure seamless transition of mokopuna from early learning services to school and from primary to secondary settings. Ministry and RTLB work together when the needs of mokopuna are complex. Roles and responsibilities are negotiated, clarified and agreed when cases are co-worked.

The tiered support model (also known as the Response to Intervention model) is a robust evidence-informed approach and provides a framework for identifying supports which increase in intensity, depending on the needs and the context. The three tiers of support are generally described as universal (Tier 1), targeted (Tier 2) and individualised (Tier 3). The model is designed to be dynamic and integrated, rather than a linear progression from one tier to the next. Supports and interventions can be used from any of the three tiers at any time (alone or in combination). Generally, however, universal approaches will be the first step in responding to the diverse needs of mokopuna.

Requests for RTLB support at the three tiers come through RTLB and Ministry agreed processes and can include:
- professional development for teachers
- supporting student transitions
- working with clusters of schools
- supporting mokopuna who are new to the care of Oranga Tamariki
- working with Children's Teams
- Bilingual assessments
- supporting secondary schools to establish systems to identify and make applications for mokopuna likely to benefit from Special Assessment Conditions (SAC)
- Positive Behaviour for Learning (School Wide PB4L, Incredible Years Teacher, Incredible Years Autism)
- supporting mokopuna attending Alternative Education (AE).

RTLB have a professional obligation to develop and maintain professional relationships with a diverse range of learners, parents/whānau, caregivers, teachers, schools/kura and other agencies. RTLB maintain close relationships and work collaboratively with cluster schools/kura

and SENCo/learning support coordinators where they are in place. RTLB are culturally responsive practitioners. They strengthen connections with communities, marae, hapū and iwi.

Alternative Education (AE) is for learners aged 13-15 years. ALL learners enrolled in state or state integrated schools, regardless of where they are being taught, should have access to RTLB support. RTLB are not expected to provide services to foreign fee-paying mokopuna as they are not resourced to do so.

During school liaison and casework RTLB support schools/kura with applications to other specialists and initiatives including, but not limited to:
- speech language therapists
- psychologists
- paediatricians
- audiologists
- Ongoing Resourcing Scheme (ORS)
- Assistive Technology (AT).

RTLB are allocated cases that are within their areas of capacity, capability and strength. As a way of broadening confidence, knowledge and skills within the role, RTLB may co-work or case share with colleagues within the RTLB service or Ministry of Education Learning Support practitioners.

Tasks outside the scope of RTLB practice include:
- teaching a particular subject or course
- working as a teacher aide or reliever
- carrying out routine school duties
- providing a counselling, social work, or truancy service
- assuming management responsibility for crisis/traumatic incidents
- making diagnoses of disabilities (e.g. ADHD, dyslexia)
- working as tutor teachers for provisionally registered teachers
- reporting on a teacher's professional abilities or competencies.

Transitions between RTLB Clusters
When a learner moves from one cluster to another, clusters work collaboratively to ensure smooth transition processes:
- RTLB request parent consent to share information
- the cluster manager notifies receiving cluster manager
- former and current RTLB make contact to share relevant information.

3.1.1   Clusters of schools including Kāhui Ako
The RTLB service works collaboratively with the learning support facilitator function within clusters of schools to identify those mokopuna who have additional needs. The Learning Support Register is a tool that can be used for this purpose. RTLB work flexibly with others to provide the most appropriate response to support the achievement of mokopuna, including strengthening teachers' confidence to manage their diverse needs.

3.1.2   Secondary School/wharekura
RTLB engage with and provide an effective and responsive service within secondary school/wharekura environments to support students in Years 9 and 10.

RTLB keep the relevant Deans, Heads of Departments (HODs) and/or Heads of Faculty (HOFs) informed in advance of all formal activities they undertake that involve teachers/kaiako and

mokopuna/ākonga. Activities could include such things as the development of collaborative action plans and modelling of best practice.

3.1.3 Special Assessment Conditions (SAC)

RTLB assist schools/wharekura to establish systems to identify mokopuna likely to benefit from SAC and to gather evidence for making SAC applications. RTLB contribute to a consistent spread of mokopuna across all cluster secondary schools/wharekura who are approved by NZQA for SAC.

Special Assessment Conditions (SAC) provide extra support for approved mokopuna when they are being assessed for their National Certificate Educational Achievement (NCEA) so that barriers to achievement can be removed and they then have a fair opportunity to achieve credits. The support is used for internal standards and external (exams) standards.

All applications require confirmation by the school that a student has one or more conditions or difficulties that need assessment support and has been successfully using assistance to overcome them.

There are four categories of SAC:

Sensory	• e.g. hearing loss, vision impairment
Physical	• e.g. long term damage to writing hand or arm, conditions where you can't sit for a long period of time
Medical	• e.g. diabetes, anxiety, depression
Learning	• e.g. dyslexia

For more information on SAC, visit the Ministry of Education or NZQA website.

3.1.4 Assistive Technology (AT)

Assistive technology allows students with additional learning needs to take part in the environment they learn in. RTLB can support schools make applications for AT. Further information, including how to apply for AT can be found here.

3.1.5 Ongoing Resourcing Scheme (ORS)

RTLB support schools by providing assessment data (formative, observational, etc) they may have collected over the course of the learning support provided. Baseline and outcome data from RTLB will add to teachers' Overall Teacher Judgements (OTJ) and form a holistic picture of a child or young person in their education setting.

RTLB's thorough knowledge of the ORS guidelines enables them to support schools to decide if a student meets one of the nine ORS eligibility criteria and where appropriate to complete the application process following the clear prompts provided on the application form.

One off assessments for the sole purpose of providing data for ORS applications are not ecologically valid. More information about ORS can be found here.

3.1.6   PB4L School-Wide and Incredible Years Teacher Programmes

RTLB work collaboratively with the Ministry to plan and deliver programmes to meet local needs. RTLB are trained to deliver the Incredible Years Teacher (IYT) programme and some attain IYT accreditation. Some RTLB clusters offer Incredible Years Autism (IYA) programmes.

3.1.7   Te Kahu Tōī Intensive Wraparound Service (IWS)

RTLB in conjunction with schools/kura and Ministry of Education Learning Support make IWS applications for eligible mokopuna.

RTLB may be in the lead worker role when a student is accepted into IWS and remain engaged throughout the wraparound process for as long as is needed.

3.1.8   Residential Specialist School (RSS) only Pathway

A young person can now enrol in a residential specialist school (RSS) through the new RSS only pathway. All applications are made through the young person's learning support provider in their home region. This could be a Ministry specialist, an RTLB, a day special school, or a fund-holder school. RTLB remaining engaged throughout the enrolment period is required to support transition and if any issues arise for the student while they are enrolled and attending an RSS.

3.1.9   Gateway Assessments

Working with children entering State Care

Improving support for children in care is a government priority. A transition from a family, or from one school to another, affects each child differently. The way a transition is managed sets the stage for a child's future successes.

To support children entering care, the Ministry of Social Development, the Ministry of Education and the Ministry of Health developed the Gateway Assessment process.

The aim is to:
*   identify the health and education needs of children in care
*   ensure there is interagency agreement on how best to address their needs
*   facilitate access to appropriate services for health, education and wellbeing
*   enable families and caregivers to better understand and manage any behavioural issues
*   prioritise referral to the RTLB service for immediate follow up for all children entering care.

For those mokopuna new to care RTLB will:
*   facilitate a joint-agency meeting within 0-4 days
*   develop a plan that addresses the immediate needs of the child or young person and covers the first month with provision for ongoing monitoring
*   be the Lead Worker during the first month (note: if the child or young person is already in receipt of Ministry of Education Learning Support services, the relevant Learning Support specialist will be designated Lead Worker).
*   work with the classroom teacher/kaiako on strategies to ensure the child/young person settles and succeeds in class
*   work with the classroom teacher/kaiako to ensure the identified education needs are met
*   undertake any assessments that may be necessary
*   be a key member of the inter-agency group and work to strengthen the link between Education and other agencies supporting the child, including the Ministry of Health
*   work with the teacher/kaiako to complete the Education Profile and return it to the Oranga Tamariki Social Worker and the Gateway Assessment Coordinator
*   provide on-going high-quality education information and feedback to the social worker
*   contribute to the development of the Inter-Agency Service Agreement (ISA).

The most important factor to consider when determining whether RTLB should continue to support mokopuna who have had a Gateway Assessment completed is whether the needs of the child or young person are being managed.   If the child's school is confident to manage those needs without continued support from RTLB, then it is appropriate for RTLB to discontinue their involvement.

For more information about Gateway Assessments visit the Oranga Tamariki website.

3.1.10 Children's Teams

Oranga Tamariki are currently shifting Children's Teams to a new, community based approach. As this shift takes place, the Children's Teams will continue to operate. Referrals will continue to come to Oranga Tamariki, who in turn will contact and involve relevant specialists (including RTLB) to support at risk mokopuna.

You can find out more about the Children's Teams and new community based approach here.

3.1.11 Bilingual Assessment Service (BAS)

A bilingual assessment can distinguish whether an English language learner (ELL) has language learning needs or additional learning and social/emotional needs, through a dual assessment in their first language and English.

The Migrant, Refugee, and International Education Team at the Ministry of Education have provided bilingual assessor training for RTLB. The RTLB Bilingual Assessors work with a bilingual assistant in the child's first language to assess a learner's functioning and achievement in their first language, and collect information about social and emotional health, and other factors that might be affecting their performance at school. The RTLB assessor prepares a report that summarises the information gathered from the assessment and recommends ways to meet the learner's needs. This may include learning and behaviour support by an RTLB.

For information including eligibility, frequently asked questions, and application forms, visit Ministry of Education website http://www.education.govt.nz/school/student-support/bilingualassessment-service/.

3.1.12   RTLB role with English Language Learners

Migrant and refugee background mokopuna with additional learning needs, including those who receive ESOL funding, are entitled to learning support services available in New Zealand schools/kura if they meet the eligibility criteria for that service, for example:

- RTLB
- RT Lit
- Speech language therapy
- ORS funding.

International fee-paying mokopuna are not eligible for these services.

3.1.13 English for Speakers of Other Languages (ESOL)

The Ministry of Education provides funding for schools/kura to offer English language programmes to mokopuna who have English as an additional language. English for Speakers of Other Languages (ESOL) programmes are designed to help mokopuna develop their English

language skills so they can start meeting the achievement objectives of English in the New Zealand Curriculum.

For general information on English language learners, visit the [Ministry of Education's website](#) or for further information, contact Tjitske.Hunter@education.govt.nz, 09 632 9356.

3.2   Working in Māori medium settings

RTLB support is highly responsive, timely and tailored to the needs and aspirations of mokopuna, parents, family/whānau, hapū and iwi. RTLB value and affirm identity, language and culture of Māori learners.

RTLB with little or no proficiency in te reo, but who have a genuine understanding of the kaupapa/tikanga of the kura can work within the kura setting with the agreement of teachers/kaiako and parents, family/whānau.

Requests for Support are focussed on one or more of the tiers of support. With the consent of the cluster manager, RTLB can work across clusters to provide an effective and relevant service to kura.

Communication with kura staff and parents/whānau
The liaison RTLB introduces new RTLB who have been allocated a *Request for Support* in a kura.

RTLB consult with kura staff and family/whānau to mutually agree on processes for working together. Family/whānau's views, knowledge and preferred ways of working are sought, valued and acknowledged.

In a wharekura setting, as in any secondary school setting, RTLB keep the relevant Deans, Heads of Departments (HODs) and/or Heads of Faculty (HOFs) informed in advance of all formal activities they undertake which involve, teachers/kaiako and mokopuna. Activities could include such things as the development of collaborative action plans and modelling of best practice.

Kura/wharekura contribute to RTLB practice
When RTLB work with kura or wharekura, the RTLB cluster:
- develops and strengthens relationships with iwi, hapū, parents, family/whānau
- receives guidance on tikanga (Māori world view relevant to the rohe) that strengthens cultural identity, supports best practise and is culturally bound.

3.3   Outcomes Reporting

During their work RTLB make a difference for mokopuna, teachers, schools/kura, clusters of schools and parents/whānau. Outcomes data collected at case, cluster and national level provides evidence of the positive impact of RTLB work.

Measuring outcomes can help answer questions such as:
   a. are we making a real difference for mokopuna and their whānau?
   b. what has changed and what has improved for mokopuna, whānau, educators and the education settings involved?
   c. how do we know?

Having a big picture view of the outcomes of RTLB work helps clusters and their Ministry colleagues make wise choices about how best to support teachers and learners and helps inform future practice.

A nationally consistent outcomes framework enables RTLB and Ministry Learning Support practitioners to use credible and useful data when reporting to parents/whānau, families, teachers, schools/kura, clusters of schools and other relevant stakeholders.

RTLB indicate one or more of the following focus areas for each case:

Learning:
   •   Participation – Tātaritanga
   •   Learning Achievement – Whaiwāhitanga
Behaviour:
   •   Managing Self – Rangatiratanga
   •   Relating to Others – Manaakitanga

Case Outcomes Measures
For every case, RTLB use rubrics or scaled indicators to measure key outcomes of their work at any or all of the three tiers of support ie universal, targeted and/or individualised. Outcomes are measured and recorded for:
   •   student achievement
   •   teacher perception
   •   home/school partnerships
   •   quality of service.

Note: this data should not be used in isolation for appraisal purposes.

Student achievement outcome measures
For each case, at least one of the four student achievement outcomes is measured:
   •   Participation – Tātaritanga
   •   Learning achievement - Whaiwāhitanga
   •   Managing self - Rangatiratanga
   •   Relating to others - Manaakitanga.

Only those student achievement outcomes that are relevant to a case or that have been a focus of the work are measured. Pre- and post-data can be at the universal, targeted as well as

individual tiers of support. The collaborative team agrees to the measures using an overall team judgement (OTmJ).

The measures are recorded twice:
1. at the start of RTLB involvement; and
2. at case closure.

Participation - Tātaritanga

1	Limited engagement in the learning environment
2	
3	
4	Some progress towards intended outcomes
5	
6	
7	
8	Achieving/exceeding all intended outcomes
9	
10	

Learning Achievement - Whaiwāhitanga

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Managing Self - Rangatiratanga

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Relating to Others - Manaakitanga

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Teacher perception outcome measure

At the start of RTLB involvement (at the initial meeting) and at case closure (at the review meeting) feedback is gained from teachers to determine their level of confidence to meet the student's needs and in sustaining inclusive practice. The pre and post data is used as evidence that teachers have the confidence, knowledge and skill to meet the needs of diverse learner/s in inclusive learning environments.

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The measure is recorded twice:
1. at the start of RTLB involvement; and
2. at case closure.

1	Needs support to identify and/or meet student needs
2	
3	
4	Gaining in confidence, knowledge and/or skill
5	
6	
7	
8	
9	Highly confident that the improvements made can be sustained
10	

Home/School partnership outcome measure

At the start of RTLB involvement (at the initial meeting) and at case closure (at the review meeting) feedback is gained from teachers and parents/whānau to gauge the strength of the connection between home and school, and the extent to which the partnership supports student learning.

1	Limited connections and partnership building
2	
3	
4	Developing connections and partnership building
5	
6	
7	
8	Established, strong and effective connections and partnership building
9	
10	

Quality of service outcome measures

At case closure a judgement is made about the quality of service being provided by RTLB, in particular:
- whether RTLB have worked in a nationally consistent way, in accordance with *He Pikorua*.
- whether practice is supported by robust evidence.

There are two measures that show the quality of the service provided by the RTLB:
- fidelity to *He Pikorua in Action*
- strength of evidence.

Both outcomes are measured. Each measure is recorded once, at case closure.

<u>Fidelity</u> to *He Pikorua in Action*

1	*He Pikorua in Action* not followed
2	
3	
4	
5	Some elements of *He PIkorua in Action* are adhered to
6	
7	
8	
9	
10	Elements within *He Pikorua in Action* are reflected upon and documented

The RTLB uses self, practice leader or peer case review in accordance with cluster procedures, to gauge how they have engaged with *He Pikorua in Action*.

<u>Strength</u> of evidence

1	No evidence
2	
3	
4	
5	Some data to demonstrate progress
6	
7	
8	
9	
10	Robust triangulated pre and post data, both qualitative and quantitative

The RTLB uses self, practice leader or peer case review in accordance with cluster procedures to gauge the strength of supporting evidence used throughout *He Pikorua in Action.*
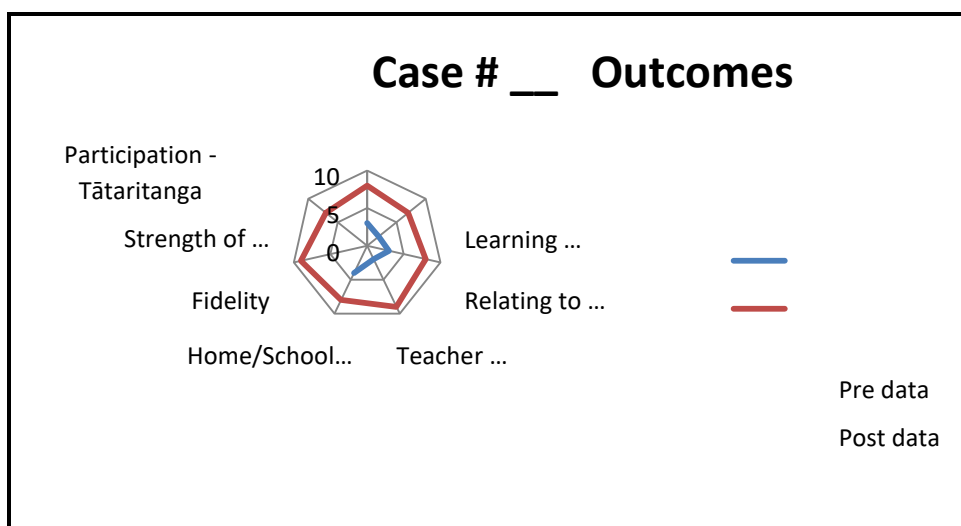
Note: Decisions about procedures for case review are made at cluster level.

> **Who makes these outcomes decisions?**
>
> ‣ For **student outcomes** decisions will be an overall team judgement (OTmJ) made by the collaborative team that has been involved in the case
> ‣ For **teacher perception**, information will be gained in discussions between the RTLB and teacher/s at the start of the case and at case closure
> ‣ For **Home/School Partnerships** this could be made as a team, or could be made by the RTLB if the situation is sensitive
> ‣ Decisions about **quality of service** are made with a colleague or practice leader or by self-review, according to cluster procedures

EXAMPLE: Case # __

	Participation Tātaritanga	Learning Achievement Whaiwāhitanga	Relating to others Manaakitanga	Teacher confidence	Home/School Partnership	Fidelity	Strength of Evidence
Pre-data	3	2	3	2	4		
Post data	8	7	8	9	8	9	7

Case # __   Outcomes

Project outcome measures

As well as measuring the outcomes of case work, RTLB also record the outcomes of cluster-generated projects. Cluster-generated projects are in-house pieces of work such as research or resource development.

At the completion of a project, the cluster records those outcomes that have occurred as a result of the project:

- project has been formally shared with other RTLB or other relevant professionals
- project has developed an RTLB intervention for use in schools/kura and Kāhui Ako
- project has influenced quality RTLB practice
- project has influenced quality RTLB service provision
- project has led to system or process efficiencies.

Project outcomes are not measured using a rubric or 1-10 scale.

Closed but incomplete RTLB cases

When cases are closed and incomplete, RTLB indicate the reason for the support being discontinued:

- student no longer enrolled
- student excluded
- consent withdrawn
- agreement (by collaborative team) to close
- referred on to:
    - Ministry of Education Severe Behaviour Service
    - ORS
    - Other agency.

4. Professionalism

4.1 Code of Professional Responsibility + Standards for the Teaching Profession

The Code sets out the high standards for ethical behaviour that are expected of every teacher. The Standards describe the expectations of effective teaching practice. Together they set out what it is and what it means, to be a teacher in Aotearoa New Zealand. The Code of Professional Responsibility replaced the Code of Ethics from 30 June 2017 and applies to all certificated teachers and those who have been granted a Limited Authority to Teach, in every role and teaching context.

The values of whakamana, manaakitanga, pono and whanaungatanga underpin *Our Code, Our Standards.* They define, inspire and guide us as teachers.

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

For more information, visit the Teaching Council website.

As itinerating specialist resource teachers, RTLB work across schools/kura and clusters of schools. Each of the 40 clusters are employed by a lead school board of trustees and are therefore subject to the lead school employment policies and protocols.

RTLB act ethically, promoting positive values and maintaining and raising professional standards. They do this by:
- gaining ongoing written, informed consent from families/whānau and/or caregivers during their work
- familiarising themselves with relevant school policies and procedures relating to the safety and wellbeing of mokopuna
- following cluster policies and protocols
- adhering to relevant school policies and procedures related to the safety and wellbeing of mokopuna.

4.2 Privacy

RTLB must comply with the Privacy Act 1993 and the Health Information Privacy Code 1994 when dealing with personal information. For information about sharing information about vulnerable children, visit the Privacy Commissioner website.

4.3 Health and Safety at Work Act 2015

RTLB must comply with their obligations under the Health and Safety at Work Act 2015. For additional information visit Worksafe Aotearoa.

4.4 Supervision

Supervision is a component of RTLB practice. There are two types of supervision: Performance and practitioner.

Performance Supervision	Practitioner Supervision
To provide support and oversee performance, reflect on performance with a view to consolidating and continuing competency, identifying areas for further professional learning through feedback.	To provide opportunity to discuss cases in more detail, provide support and challenge practice that contributes to personal development. It also provides a professional forum for: reflection, shared problem solving and support in cases involving physical, emotional, cultural and psychological safety.
- Agenda jointly set. - Facilitated by the cluster manager or practice leader. - Central to performance. - Management processes. - Linked to professional development. - Good written records need to be kept. - Can be linked to pay, attestation. - Can include formal and informal recommendations. - Part of business as usual.	- Agenda set by RTLB in consideration of practice-related issues. - Can be peer to peer. - Confidential. - Not directly linked to performance management. - Free from notes. - Not pay related. - Can provide firm recommendations.

There should be differentiation between performance supervision and practitioner supervision. Performance supervision is undertaken by the cluster manager and/or practice leaders.

Cluster policies should include how a suitable, qualified practitioner supervisor is identified and whether RTLB can identify their own supervisor. It is important that the practitioner supervision process is safe and supportive and is underpinned by mutual respect between those in the supervisory relationship.

Practitioner supervision should be accessible within the RTLB service where it is established through a collaborative and mutually agreed process and a supervision contract is drawn up. Practitioner supervision is a confidential process unless there are concerns about repeated unsafe RTLB practice.

4.5   Case Sharing and Co-working

Clusters have a range of ways of supporting RTLB with their case work. These include case sharing, co-working, collegial peer review, and co-facilitation. All these types of professional support benefit from:
- a mutual understanding of shared purpose
- clear negotiation of roles and responsibilities
- professional trust
- open, respectful communication.

Case Sharing

Case sharing to provide professional support can be both formal and informal. Examples include having a colleague or a Practice Leader as a 'critical friend' to:
- review case work
- encourage and support
- provide honest and often candid feedback
- speak truthfully and constructively
- ask provoking questions
- provide another lens
- advocate for the success of the work.

Coaching and mentoring may be provided for RTLB by a colleague at a stage of the *He Pikorua* Practice Framework e.g. an experienced RTLB or Practice Leader may work alongside another RTLB at the Āta whakaaro, or sense-making phase.

Case sharing, and review may be informal or follow a structured problem-solving process such as Dynamic Ecological Analysis and/or allow for more cultural considerations such as applying Te Whare Tapa Wha or Fonofale frameworks.

Co-working

A request for support may be allocated to more than one RTLB when:
- it is particularly complex
- greater capacity to address a range of inter-related issues is required
- multiple skill sets will benefit the collaboration
- an RTLB stands to gain specific knowledge and skill to broaden their understanding and capability
- newly appointed RTLB are being supported to strengthen their practice.

A request for support may be co-worked with Ministry learning support practitioners or other professionals when:
- continuity of support provides an easier and more efficient pathway
- transitions between services and /or settings are the focus
- co-ordinating the planning and delivery of support benefits all
- access to a wider pool of knowledge and expertise enables creative problem-solving
- specialist practitioners' skill sets strengthen the collaboration to progress intervention aims
- working together provides safety
- shared resources enhance outcomes for mokopuna, their families and whānau and their teachers.

4.6 Entering the profession

Recruiting and Appointing RTLB
- The lead school/kura principal/tumuaki, in collaboration with the cluster manager, is responsible for the recruitment and appointment of RTLB practitioners.
- The cluster manager is a member of the appointments panel which may include practice leaders.
- Māori/Pacific RTLB/stakeholders should be included on the appointments panel when possible.
- Other key stakeholders may be co-opted to the appointments panel.

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

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

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

Process
The employment process, requisite steps and resources can be found on the New Zealand School Trustees Association (NZSTA) website. Visit *Employer Role* on the NZSTA website.

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

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

Reference checking

The Vulnerable Children Act 2014 was part of a series of comprehensive measures brought in to protect and improve the wellbeing of vulnerable children. Information and resources for employers, organisations and individuals relating to the act can be found here.

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

Employment agreements

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

If the appointee comes from another school or 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.

4.7   RTLB Qualification and study award

To become an RTLB, a teacher must:
- be a trained teacher with a full New Zealand teacher registration and a current practising certificate and
- have attained or be working towards the RTLB qualification: Postgraduate Diploma in Specialist Teaching (endorsed in Learning and Behaviour)
- have the academic prerequisites to enter the PGDip Specialist Teaching programme (a relevant professional qualification and a New Zealand undergraduate degree or equivalent)
- have experience working with mokopuna with learning and behaviour needs.

All RTLB must attain the RTLB qualification within four years of appointment unless they have been given an exemption by the Secretary for Education.

What the Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) qualification offers

The Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) is one of six endorsements within the overall Specialist Teaching qualification. The programme is premised on partnership between the Ministry, Massey University, partner organisations, and local and regional community efforts on behalf of all learners.

The qualification aims to be Te Tiriti-informed and culturally sustaining, be built on the principles of **inclusion**, **equity** and **human rights** whereby the **identity**, **language** and **culture** of all are valued. The overarching context for the qualification is the *Learning Support Action Plan 2019-2025* and *Our Code Our Standards*, contributing to the Ministry's vision of "an education system that delivers equitable and excellent outcomes".

There are four year-long courses in the qualification. Students typically complete two courses in the first year and two courses in the second year.

For those completing Year 2 in 2021 via the existing programme, there are two courses:

YEAR 2	
249.755	Evidence-based Interprofessional Practice in Learning & Behaviour Diversity
249.755	Practicum in Learning & Behaviour Diversity

For those entering the redesigned programme from 2021, the courses for the Learning and Behaviour endorsement are:

YEAR 1	
249.753	Theory & Practice in Learning & Behaviour Diversity
254.766	Professional Learning Pathways
YEAR 2	
249.755	Practicum in Learning & Behaviour
254.767	Community-based Practice

From 2021, students in their first year complete two courses concurrently. Course 1: Theory & Practice provides them with the specialised knowledge, skills, networks and dispositions needed for effective RTLB practice. In Course 2: Professional Learning Pathways, students deepen and extend their interprofessional learning by designing their own unique pathway through modules aligned with their strengths, needs and interests as well as Cluster and community priorities.

In their second year, students complete Course 3: Practicum, in which they design, enact and reflect on specialised and interprofessional practices co-designed and co-facilitated with the RTLB sector. In, Course 4: Community-based Practice, students work with mana whenua, peers and other professionals to design coursework and assignments that directly benefit their local area.

The Specialist Teaching has two compulsory contact courses each year. The programme utilises 21st pedagogies, blending face-to-face learning with online opportunities to engage with content and peers, for instance through the Learning Management System, forums, webinars and podcasts.

On successful completion of the PG Dip Specialist Teaching programme, graduates should be able to:

- Work collaboratively as part of a wider community of interprofessional practice

- Consider literature and other sources of evidence to develop specialised knowledge

- Apply knowledge to practice in reflective, ethical and culturally sustaining ways

- Practice in an inclusive and Te Tiriti o Waitangi-informed way to promote equity in education

A YouTube summary of the Specialist Teaching programme can be found here.

Study award

Appointees enrolled in the Postgraduate Diploma in Specialist Teaching endorsed in Learning and Behaviour are eligible for the Ministry's RTLB study award. If in any year the number of

applicants exceeds the number of available awards, a prioritisation process will be used. Priority will be given in the following order:
- appointees who have one year to complete their training before losing their management unit
- appointees who have two years to complete their training before losing their management unit
- appointees who have three years to complete their training before losing their management unit
- the second RTLB appointee in a job-share position (if the other job-share partner has received the study award).

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

For information on Learning Support Study Awards and Scholarships including the RTLB study award, visit the Ministry of Education website.

4.8   Teach NZ Study Awards

If RTLB receive Teach NZ Study Awards, code all relieving costs to Teach NZ (11320). This will ensure clusters are able to manage within their current staffing entitlements.

4.9   Induction

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

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

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

When the RTLB is new to the RTLB role:
Induction activities for new team members should include:
- introducing them to the cluster's schools/kura, regional Ministry Learning Support Service Manager(s), iwi and local support agencies
- providing them information about the RTLB role, *He Pikorua* and the principles of practice
- familiarising them with RTLB guidelines and processes, for example record keeping requirements
- providing them with opportunities to co-work cases with an experienced RTLB

- providing access to an academic mentor (a practice leader or an experienced RTLB), to support them during training
- ongoing coaching and supervision.

When the RTLB is from another cluster:
Induction activities could include:
- introducing them to the cluster's schools/kura, regional Ministry Learning Support Service Manager(s), iwi and local social agencies
- providing them with time to read, discuss and learn about the cluster including cluster policies, procedures and systems and opportunities to share their experience of best practice from their previous cluster.

4.10 Professional Development

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

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

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

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

Consideration should be given to whether RTLB undertaking study can access wider professional development during this time.

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

4.11 Appraisal

Roles
The **lead school/kura board** ensures a robust performance appraisal model is in place for the cluster by:
- having a performance management policy
- making appropriate delegations

RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/

- monitoring policy implementation and procedures
- ensuring confidentiality
- specifying resolution processes.

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

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

Appraisal process

RTLB appraisal and development is a dynamic and continuous process.

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

RTLB are appraised against the Standards for the Teaching Profession. This replaces the Practising Teacher Criteria from 1 January 2018.
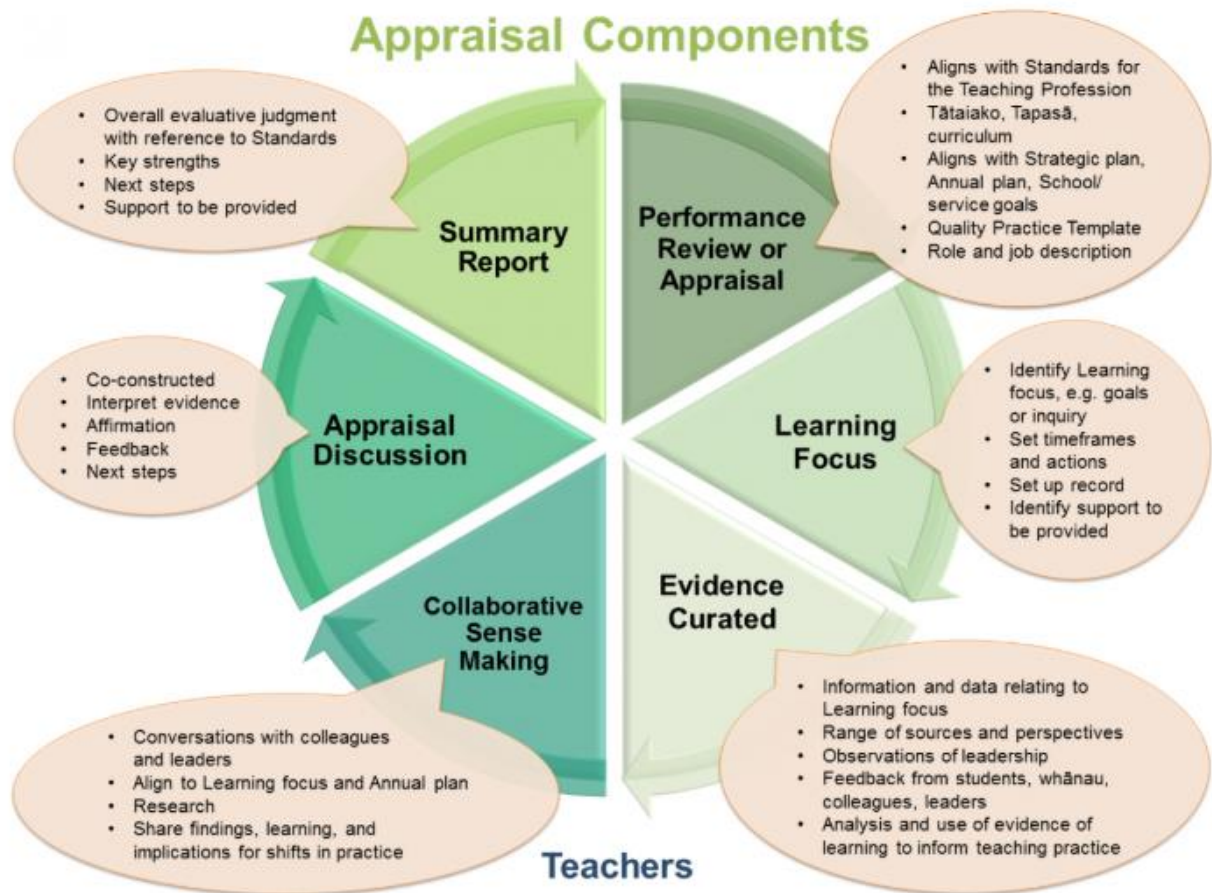
Appraisals:
- take place within a structured, monitored and continuous process and in a supportive environment
- are evidence-based
- are linked to, and ensure, relevant professional learning aligned to the cluster's strategic plan and linked to each RTLB development plan
- include a record of the issues raised and the decisions reached
- include self-appraisal as an integral part of the process
- use the Standards for the Teaching Profession and the Professional Standards where there is a collective agreement in place.
- are aligned with the cultural competencies for teachers of Māori learners in *Tātaiako*
- promote cultural competencies for teachers of Pacific learners as outlined in *Tapasā*.
- identify resources needed to support agreed goals
- support both individual and cluster performance
- align individual goals and objectives with the cluster's vision
- address individual RTLB and cluster development.

Through the performance appraisal process RTLB:
- highlight their own strengths
- provide evidence of their new learning
- identify areas for growth and ongoing professional learning
- build capability aligned to cluster strategic plans
- engage and consider the practice principles of *He Pikorua*.

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 practitioner's performance requirements identified in the relevant employment agreement. Support from the NZSTA industrial relations service should be sought.

The employer should become familiar with the conduct and competence reporting requirements of the Teaching Council if further action is required.

Appraisal Components

Performance Review or Appraisal
- Aligns with Standards for the Teaching Profession
- Tātaiako, Tapasā, curriculum
- Aligns with Strategic plan, Annual plan, School/service goals
- Quality Practice Template
- Role and job description

Learning Focus
- Identify Learning focus, e.g. goals or inquiry
- Set timeframes and actions
- Set up record
- Identify support to be provided

Evidence Curated
- Information and data relating to Learning focus
- Range of sources and perspectives
- Observations of leadership
- Feedback from students, whānau, colleagues, leaders
- Analysis and use of evidence of learning to inform teaching practice

Collaborative Sense Making
- Conversations with colleagues and leaders
- Align to Learning focus and Annual plan
- Research
- Share findings, learning, and implications for shifts in practice

Appraisal Discussion
- Co-constructed
- Interpret evidence
- Affirmation
- Feedback
- Next steps

Summary Report
- Overall evaluative judgment with reference to Standards
- Key strengths
- Next steps
- Support to be provided

Teachers

Tātaiako

The Teaching Council plan to revise Tātaiako to reflect the *Standards for the Teaching Profession*, however it is still a valuable resource in its current form. It is a lens through which to view and inform practice across all of the Standards. The Standards, like the Tātaiako cultural competencies, are holistic and the elaborations provide more information about practices that reflect them. As you consider what the Standards look like in your setting, Tātaiako continues to provide examples of practice and outcomes.

Tapasā

The Tapasā framework will help teachers to contextualise quality teaching and learning by providing a Pacific lens to the *Standards for the Teaching Profession*. Teachers interpret and refine their own understandings of what each of the Standards look like in their setting. For many teachers in Aotearoa New Zealand, Tapasā will be a key resource for thinking about teachers' practice and quality learning for Pacific teachers.

Evidence of effectiveness

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

4.12 Practice Leader Support Role

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

Responsibilities

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

Practice leaders have a role in leading and supervising quality practice. This includes:
- ensuring RTLB practice follows *He Pikorua* in Action and preserves the intent of the *RTLB Professional Practice Toolkit*
- in collaboration with the cluster manager, ensuring RTLB have the necessary resources to carry out their work
- supporting reflective practice processes in the team; developing and maintaining communities of practice or project work that aligns with cluster strategic goals
- fostering a commitment to evidence-based practice and service provision
- ensuring RTLB deliver a culturally appropriate and responsive service by supporting culturally competent practice through, for example *Tātaiako and Tapasā*
- in collaboration with the cluster manager, ensuring RTLB receive professional learning and development that supports RTLB appraisal goals and that aligns with the cluster strategic plan
- supporting the cluster manager in leading RTLB professional development and performance appraisal processes
- providing professional support to RTLB including mentoring and coaching as necessary
- providing performance supervision of RTLB
- facilitating induction for RTLB new to the team
- supporting RTLB in training to attain the RTLB qualification within the specified time, and providing mentoring and/or supervision during the training period.

Practice leaders have a role in strengthening professional relationships by:
- supporting the lead school's governance and management policies
- providing open and reciprocal communication within the RTLB team and cluster schools/kura and Kāhui Ako
- developing effective, professional and trusting relationships within the RTLB team
- ensuring all RTLB provide consistent information on the RTLB service and the Ministry's Learning Support service to cluster schools/kura and Kāhui Ako, communities, parents/whānau, and agencies.

Practice leaders provide the cluster manager with regular data on service outputs and outcomes to meet Ministry reporting requirements.

4:13 Accessing Learning Support Resources

RTLB can order resources, including multiple copies of some resources, from 'Down the Back of the Chair' by either:
- emailing thechair@truenorthsps.com or
- calling 0800 660 662.

4:14 Ministry of Education Library Services

RTLB are able to search the Ministry of Education Library catalogue and database, read online journals, and download articles without having to log in. Go to https://library.education.govt.nz/.

RTLB are also able to log in to the website to request books through the library catalogue.

Resource Teachers:
Learning and Behaviour (RTLB) Service

Professional Practice Toolkit