MANAWANUI RTLB OPERATIONS HANDBOOK

OTARA - PAPATOETOE

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SECTION 1

INTRODUCTION

Welcome to the Cluster 10 – Manawanui RTLB Operations Handbook

The purpose of this Handbook is to help RTLB in Cluster 10 in their work. The Handbook also sets out some expectations for RTLB as employees of the Board of Trustees of Papatoetoe Intermediate School.

The Handbook should be read in conjunction with:

- The Papatoetoe Intermediate School Administration Handbook, 2021
- The Funding Agreement between the Ministry of Education and the Board of Trustees
- Governing and Managing RTLB Clusters (Ministry of Education)
- The RTLB Professional Practice Toolkit, 2020
- The NZEI Primary Teachers Collective Agreement
- Relevant school policies and operating procedures
- Relevant legislation including:
    - The Official Information Act, 2020
    - The Privacy Act, 2020
    - The Vulnerable Children's Act, 2014
    - Health and Safety At Work Act, 2015

The Handbook is a "living document" and will be reviewed for the start of every year. Suggestions are welcome.

SECTION 2

CLUSTER INFORMATION

Our Purpose Statement

RTLB capably lead and grow inclusive practices that support the holistic development of Mokopuna.

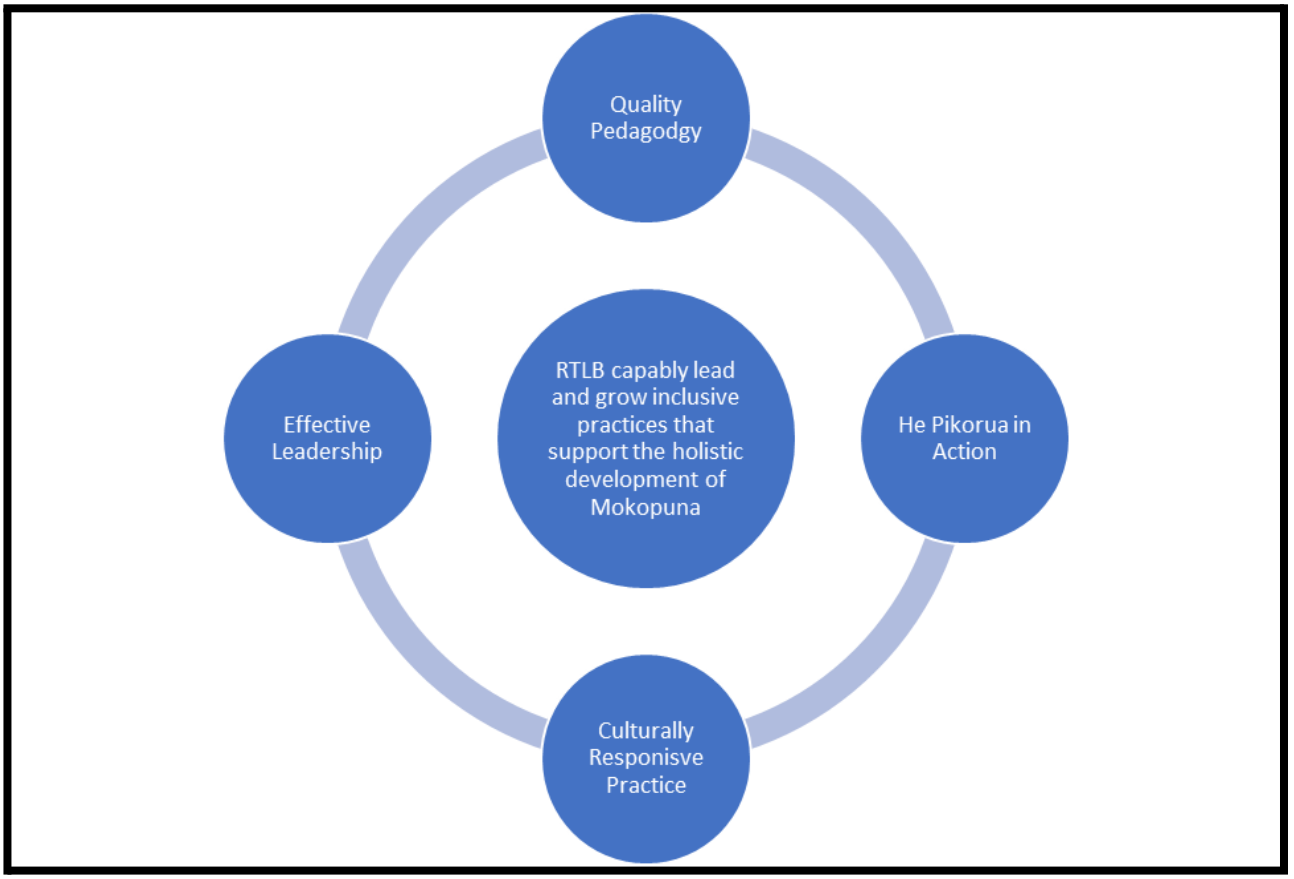
Whakatauki

E hara taku toa I te takitahi,	My strength does not lie in working alone
E ngari hē toa takitini	Rather my strength lies in working with others

What We Value:

Relational trust underpins the way we work at Manawanui.
Manawanui is a workplace where authentic relationships happen to enable open communication, growth, honest discussion and safe interactions so that we can provide/contribute to best outcomes for all.

Our Strategic Aims



Cluster Profile

Background

The Manawanui RTLB Cluster 10 is one of 40 RTLB clusters throughout New Zealand. In total, the clusters employ 995 RTLB to support students who have learning and/or behaviour needs. RTLB are all trained and qualified teachers and are required to hold a current Practising Teachers Certificate issued by the Teachers Council of Aotearoa. Each cluster is led by a Cluster Manager in association with a Lead School Principal. Each Cluster has a Funding Agreement with the Ministry of Education, which sets out the way RTLB provide service.

Our Community

Manawanui-Cluster 10 is made up of 29 schools and 15,869 students (1 July 2020 rolls). There are 17 contributing primary schools, 1 kura kaupapa Maori, 3 intermediate schools, 1 area school (Years 1-13, split into 3 campuses), 5 secondary schools and 1 senior high school (Years 11-13). 4 schools are state integrated schools. All schools are within the decile 1-4 range.

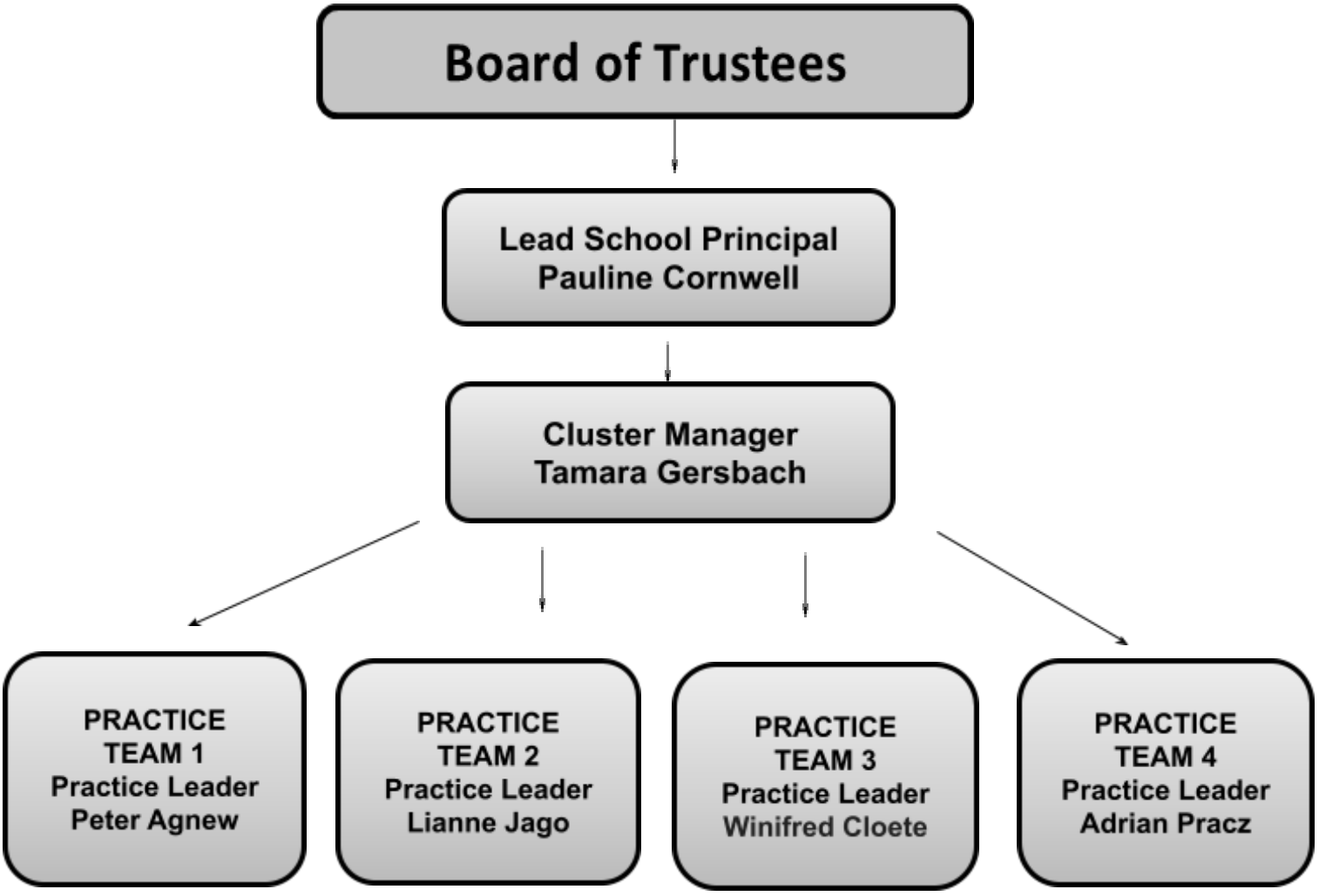
57% of the student population (9027) identify as Pasifika, 21.6% (3,345) as Asian and 19.1% (3035) as Maori. Less than 1.5% (243) identify as European/Pakeha. Other key aspects of ethnicity include the need to separate those who identify as Pasifika into Tongan (2357), Fijian (514), Cook Island Maori (1406), Niuean (520) and Samoan (4132) as well as the other island communities.

An emerging trend is similar with the Indian communities and the need to identify those who are of South African Indian descent, those from the Indian sub-continent and those who are from Fiji. It is noted that in the 2018 census the fastest growing ethnic group in Auckland was Indian.

Our RTLB Profile

Manawanui-Cluster 10 has a staffing entitlement of 29 RTLB and a Cluster Manager. The Cluster is made up of 4 Practice Teams. An administration support person is employed part-time from the RTLB Administration Grant.

Structure


Board of Trustees
Lead School Principal
Pauline Cornwell
Cluster Manager
Tamara Gersbach
PRACTICE
TEAM 1
Practice Leader
Peter Agnew
PRACTICE
TEAM 2
Practice Leader
Lianne Jago
PRACTICE
TEAM 3
Practice Leader
Winifred Cloete
PRACTICE
TEAM 4
Practice Leader
Adrian Pracz

RTLB Staff List

NAME	EMAIL	MOBILE
Ben Afele	bena@rtlbcluster10.school.nz	022 136 2909
Peter Agnew (PL)	petera@rtlbcluster10.school.nz	022 134 5376
Shivani Anand	shivania@rtlbcluster10.school.nz	022 681 8772
Sharon Ashe	sharona@rtlbcluster10.school.nz	027 837 2009
Corrie Atkins	corriea@rtlbcluster10.school.nz	027 837 2004
Kimberley Atkinson	kimberleya@rtlbcluster10.school.nz	022 125 1217
Heather Bates	heatherb@rtlbcluster10.school.nz	022 136 1209
Amanda Bell	amandab@rtlbcluster10.school.nz	022 134 5507
Jo Brandli	job@rtlbcluster10.school.nz	027 837 2006
Laura Campbell	laurac@rtlbcluster10.school.nz	027 837 2003
Winifred Cloete (PL)	winifredc@rtlbcluster10.school.nz	022 134 5493
Patrick Collier	patrickc@rtlbcluster10.school.nz	022 134 5512
Lita Garcia	litag@rtlbcluster10.school.nz	022 104 7882
Tamara Gersbach	tamarag@rtlbcluster10.school.nz	022 134 7092
Becky Hamilton	beckyh@rtlbcluster10.school.nz	022 134 5511
Simon Hay	simonh@rtlbcluster10.school.nz	022 164 8703
Maraea Henare	maraeah@rtlbcluster10.school.nz	022 691 3762
Susan Hobbs	susanh@rtlbcluster10.school.nz	022 044 0659
Lianne Jago (PL)	liannej@rtlbcluster10.school.nz	027 837 2008
Wendy Kirkbeck	wendyk@rtlbcluster10.school.nz	022 6770477
Kevin Kritesh	kevink@rtlbcluster10.school.nz	022 134 5405
Karen Otway	kareno@rtlbcluster10.school.nz	022 136 1213
Krisen Naidoo	krisenn@rtlbcluster10.school.nz	027 837 2058
Trish Porter	trishp@rtlbcluster10.school.nz	022 187 7375
Adrian Pracz (PL)	adrianp@rtlbcluster10.school.nz	027 837 2059

Marjorie RInckes	marjorier@rtlbcluster10.school.nz	027 837 2007
Sian Strachan	sians@rtlbcluster10.school.nz	N/A
Tauai Salelea-Manson	tauais@rtlbcluster10.school.nz	022 136 1228
Paulette Thompson	paulettet@rtlbcluster10.school.nz	022 529 0843
Mei Tung	meit@rtlbcluster10.school.nz	022 032 4928

Key Papatoetoe Intermediate Staff

Position	Name	Email	Telephone
Principal	Pauline Cornwell	paulinec@papint.school.nz	(09) 278 9763 Ext.905
Principal's PA	Barbara Ferregel	barbaraf@papint.school.nz	(09) 278 9783 Ext.903
Deputy Principal	Donna Young	donnay@papint.school.nz	(09) 278 9763 Ext.906
Executive Officer	Lee-Anne Keates	lee-annek@papint.school.nz	(09) 278 9763 Ext.902
Resource Room	Diane Schutt	dianes@papint.school.nz	(09) 278 9763 Ext.921
RTLB Cluster Manager	Tamara Gersbach	tamarag@rtlbcluster10.school.nz	(09) 278 9763 Ext.990
RTLB Administration Support Officer	Mich Hearn	michh@rtlbcluster10.school.nz	(09) 278 9763 Ext.827
Office Reception	Alisha Spiers	alishas@papint.school.nz	(09) 278 9763 Ext.901
Student Reception	Marie Leota	mariel@papint.school.nz	(09) 278 9763 Ext.900
Learning Support	Bonnie Nielsen Huda Parvez	bonnien@papint.school.nz hudap@papint.school.nz	(09) 278 9763 Ext.834
Caretaker	Craig Hooper	craigh@papint.school.nz	022 134 5510
IT Helpdesk		help@entity.nz	
Property Helpdesk		property@papint.school.nz	

List of Schools in Manawanui Cluster 10
Principals, SENCOs & Liaisons

	PRIMARY SCHOOLS			
	School Name, Address & Tel No	**Principal**	**SENCO**	**Liaison RTLB**
1	Bairds Mainfreight Primary School Edward Avenue Otara Tel: 09 274 8271	Principal Fiona McAree fionamcaree@bmps.school.nz	Kim Benjamin kimbenjamin@bmps.school.nz	Corrie Atkins 027 837 2004
2	East Tamaki School 196 Preston Road Otara Tel: 09 274 9246	Sarah Mirams principal@easttamaki.school.nz	Roshni Sidhwa roshnis@easttamaki.school.nz	Trish Porter 022 187 7375
3	Flat Bush School 20 Flat Bush Road Otara Tel: 09 274 8279	Banapa Avatea banapaa@flatbush.school.nz	Julie Shirley julies@flatbush.school.nz	Lita Garcia 022 104 7882
4	Holy Cross School Carruth Road Papatoetoe Tel: 09 278 8224	Julie Paul principal@hcsp.nz	Acting SENCO: Judith Fromont judithf@hcsp.nz LSC (& Acting DP) Diane Siluuga dianes@hcsp.nz	Laura Campbell 027 837 2003
5	Kingsford Primary School 54 Raglan Street Mangere East Tel: 09 275 9447	Sialele Pulou spulou@kingsford.school.nz	Rose Tavelia rtavelia@kingsford.school.nz	Simon Hay 022 164 8703
6	Mayfield School 12 Pearl Baker Drive East Tamaki Tel: 09 274 9374	Dubs Rai dubsr@mayfieldauckland.school.nz	Devi Naidoo DeviN@mayfieldauckland.school.nz	Wini Cloete 022 134 5493
7	Papatoetoe Central School St George Street Papatoetoe Tel: 09 278 7557	Sam Holt samh@pcs.school.nz	Anushka Govender anushkag@pcs.school.nz	Peter Agnew 022 134 5376
8	Papatoetoe East School Tui Road Papatoetoe Tel: 09 278 5446	Nicola Eley nicolael@pep.school.nz	Sarah Jones (SENCO/DP) sarahjo@pep.school.nz Casey Gilligan caseygi@pep.school.nz	Karen Otway 022 136 1213
9	Papatoetoe North School Graeme Avenue Mangere East Tel: 09 278 6153	Stan Tiatia stiatia@papnorth.school.nz	Mel Robati mrobati@papnorth.school.nz LSC: Denise Soudom dsoudom@papnorth.school.nz	Jo Brandli 027 837 2006

10	Papatoetoe South School Milan Road Papatoetoe Tel: 09 278 5231	Caroline Chawke cchawke@papatoetoe-south.school.nz	Jenny Kelly jkelly@papatoetoe-south.school.nz LSC: Siobhan Nazeem	Maraea Henare 022 691 3762
11	Papatoetoe West School Hillcrest Avenue Papatoetoe Tel: 09 278 6274	Sandy Tritt sandyt@pap-west.school.nz	Angie Kumar angiek@pap-west.school.nz	Heather Bates 022 136 1209
12	Puhinui School Puhinui Road Papatoetoe Tel: 09 278 8703	Mark Elder mark@puhinui.school.nz	Lorraine Borrie lorraine@puhinui.school.nz	Becky Hamilton 022 134 5511
13	Rongomai School 20 Rongomai Road Otara Tel: 09 274 6055	Pae Johnson principal@rongomai.school.nz	Mellissa Draffin mellissad@rongomai.school.nz	Marjorie Rinckes 0278372007
14	Seventh Day Adventist 42a Puhinui Road Papatoetoe Tel: 09 278 6055	Maxine Tau maxinet@sasda.school.nz	Jacqui Hoeflich jacquih@sasda.school.nz	Paulette Thompson 022 529 0843
15	Sir Edmund Hillary Collegiate Junior School 2 Franklyne Road Otara Tel: 09 274 5782	Kula Peyroux kpeyroux@sehc.school.nz	Mohammed Khan Mkhan@sehc.school.nz	Mei Tung 022 032 4928
16	St John The Evangelist School 14b Otara Road Otara Tel: 09 274 7558	Monica van Tiel monicav@stjohnsotara.school.nz	Anau Cheesman anauc@stjohnsotara.school.nz	Wendy Kirkbeck 022 677 0477
17	TKKM o Otara 52 Alexander Crescent Otara Tel: 09 274 6687	Marama Nepe (Acting Principal) marama@piripono.school.nz	Marama Nepe (Acting SENCO) marama@piripono.school.nz	Patrick Collier 022 134 5512
18	Wymondley Road School Wymondley Road Otara Tel: 09 276 7241	Fleur Petelo fleur@wymondley.school.nz	Bronwyn Hetaraka bronwynh@wymondley.school.nz	Sharon Ashe 027 837 2009
19	Yendarra School 226 Bairds Road Otara Tel: 09 274 7431	Susan Dunlop susandunlop@yendarra.school.nz	Jazmin Greig jazming@yendarra.school.nz	Amanda Bell 022 134 5507

	INTERMEDIATE SCHOOLS			
	School Name, Address & Tel No	**Principal**	**SENCO**	**Liaison RTLB**
20	Ferguson Intermediate Ferguson Road Otara Tel: 09 274 8471	Ronnie Govender ronniegovender@fergusonint.school.nz	Vao Ieru vaoieru@fergusonint.school.nz Acting DP as well	Tauai Salelea-Manson 022 136 1228
21	Kedgley Intermediate School Portage Road Papatoetoe Tel: 09 278 4202	Pelu Leaupepetele pelu@kedgley.school.nz	Jane Woodill jane@kedgley.school.nz	Susan Knowles 022 044 0659
22	Papatoetoe Intermediate School 175 Motatau Road Papatoetoe Tel: 09 278 9763	Pauline Cornwell paulinec@papint.school.nz	LSL: Bonnie Nielsen bonnien@papint.school.nz Huda Parvez hudap@papint.school.nz	Lianne Jago 027 837 2008
23	Sir Edmund Hillary Collegiate Middle School 2 Franklyne Road Otara Tel: 09 274 5782	Kallie Ngakuru-Syder kngakurusyder@sehc.school.nz	Lucy Lemusu llemusu@sehc.school.nz Iqbal Hussein ihussein@sehc.school.nz	Peter Agnew 022 134 5376

	SECONDARY SCHOOLS			
	School Name, Address & Tel No	**Principal**	**SENCO**	**Liaison RTLB**
24	Aorere College Portage Road Papatoetoe Tel: 09 278 5608	Lianne Webb lwebb@aorere.ac.nz	Nicole Addison naddison@aorere.ac.nz Richard Talbot rtalbot@aorere.ac.nz LSC: Mata Magalei mmagalei@aorere.ac.nz Sarah Woods swoods@aorere.ac.nz.	Kevin Kritesh 022 134 5405
25	De La Salle College 81 Gray Avenue Mangere East Tel: 09 276 4319	Myles Hogarty hogartym@**delasalle**.school.nz	Elizabeth Wilkins WilkinsE@delasalle.school.nz	Adrian Pracz 027 837 2059
26	Kia Aroha College Othello Drive Otara Tel: 09 274 5807	Haley Milne haley.milne@kiaaroha.school.nz	Cindy Naidoo cindy.naidoo@kiaaroha.school.nz	Wini Cloete 022 134 5493
27	Papatoetoe High School Nicholson Avenue Papatoetoe Tel: 09 278 4086	Vaughan Couillaute vaughanc@papatoetoehigh.school.nz	Vashanie Naidoo VaNaidoo@papatoetoehigh.school.nz Ben Claxton (Behaviour) beclaxton@papatoetoehigh.school.nz Barry Williams bawilliams@papatoetoehigh.school.nz Karen Dobric kadobric@papatoetoehigh.school.nz	Ben Afele 022 136 2909
28	Sir Edmund Hillary Collegiate Senior School 2 Franklyne Road Otara Tel: 09 274 5782	Kiri Turketo kturketo@sehc.school.nz	Lucy Lemusu llemusu@sehc.school.nz	Peter Agnew 022 134 5376
29	Tangaroa College Haumia Way East Tamaki Tel: 09 274 5764	Chris Bean chrisb@tangaroa.school.nz	Linda Du Toit lindadu@tangaroa.school.nz	Krisen Naidoo 027 837 2058

SECTION 3

STAFF MANAGEMENT

Induction

New RTLB need an effective induction process in order to provide a smooth, safe and supported transition into the RTLB role within the Manawanui Cluster 10.

(Reference: Mentoring & Induction Guide) Induction Programme

- To help the lead school and the Cluster meet their employing responsibilities
- To ensure smooth transition to the new position
- To prepare two levels of induction for trained and for untrained RTLB

Guidelines

Each new RTLB will be introduced to lead school staff and will have a mentor assigned to them.

Induction into the Cluster

It is the Cluster's responsibility to provide new RTLB with access to the Induction handbook, toolkit, stationery and name badge.

The mentor is the Practice Leader who will:

- Work with RTLB following an induction program daily for the first 2 weeks and then make appointments made on needs basis for a minimum of one Term
- Provide a time for new RTLB to read, discuss and learn about the Manawanui Cluster schools policies, procedures, preferences and other Cluster information

Induction to the Role

Practice Leader

- Information about the RTLB role
- Guidelines, processes, policies and procedures
- Opportunity for new RTLB to co-work cases
- The new RTLB with time to build capability using assessment tools
- The new RTLB will commence with a small caseload that will gradually increase at the discretion of the allocation meetings
- A bespoke mentoring programme that goes beyond the initial 10 weeks of induction. This programme will take into account strengths, areas of interest and areas of further development

Professional Growth Cycle : RTLB

Introduction and Rationale Papatoetoe Intermediate school:

Prior to 2020, Principals needed to provide to ERO and the Council itself (if requested), evidence that they were undertaking equitable, fair and reasonable processes to be able to attest that a teacher was meeting the required standards for the teaching profession. The standards were set out by the Teaching Council and the published indicators were used as guides to provide consistency so that school leaders could, with teachers and in a transparent way, check that teachers were working to the required standards. Principals would use this information, and in our school this was coupled with an 'Attestation Checklist' (compiled every 3 years) to support endorsement of registration.

In 2023 schools no longer have to 'gather evidence' in order to ensure teachers are meeting the basic standards. Now Teachers along with School Leaders and Principals, are required to provide evidence that they meet the standards in order to maintain full registration. This shift in requirement and responsibility puts the onus onto teachers (or the person applying for registration) to

a) Own the process
b) Engage with the process
c) Provide the required information to the Principal, who is the only person able to 'endorse' annual registration.

In 2023 the Papatoetoe Intermediate School appraisal process will shift, subtly, from a 'top down model' to one in which teachers will need to understand and show evidence of growth and development. Teachers and RTLB will need to seek observations and feedback from school leaders or peers. They will need to keep a record of improvement goals, professional development undertaken and evidence of implementation - along with reflection on the success of the actions they have taken. They will need to show data outlining the improvements made to their teaching practice and the outcomes of those shifts in practice, for the students they work with. While there will no longer be a requirement for teachers to set 'goals', teachers at Papatoetoe Intermediate School, including RTLB and Practice Leaders, are required to be student-focused and are expected to continually seek better ways to improve outcomes for students. This process of ongoing improvement in teacher practice has been described as the 'Growth Cycle' by the Teaching Council and more detail can be found on their website.

RTLB Specific Procedures:

RTLB will follow the expectations of Papatoetoe Intermediate School Professional Growth Cycle Guidelines, taking into account He Pikorua (RTLB Practice Framework) and RTLB Toolkit obligations.

At Manawanui Cluster 10 (Papatoetoe Intermediate School) the Professional Growth Cycle will take into account

a) The Job Description - what is required of the RTLB or leader
b) The Standards for the Teaching Profession- and whether or not the RTLB or Practice Leader is showing that they meet all the required teaching standards
c) Performance Supervision - these are the processes that our Cluster will use to support RTLB professional growth

The Job Description - All RTLB have a clear job description and are provided with clear basic instructions as to how they are to undertake their work. Throughout 2023 there will be times when we reflect on how our expectations fulfill the standards for the teaching profession. This will be a collaborative process. At the end of the year a summary statement will attest that all requirements of the job description were (or were not) met. If they were not met, the statement will explain why they were not met and what was done to support the teacher to meet the requirements.

The Standards for the Teaching Profession- All RTLB should be meeting the Standards for the Teaching Profession. Some RTLB will also be starting to work within the leadership dimensions. Regardless of the differences in experience and expertise, RTLB provide evidence through the work they do with casework. Having clarity about which standards are met through various aspects of an RTLBs work will help RTLB to understand how that provides information towards the second annual summary statement which states that an RTLB is meeting, or working towards meeting, the Standards for the Teaching Profession. Manawanui Quality Practices

'Performance Supervision'- RTLB participate in Performance Supervision to identify areas for growth and development. This process is recorded and provides 'evidence' of continued development. Practice Leaders facilitate Professional Supervision and a standardised template is used to ensure all aspects are met as outlined in RTLB toolkit. This document is shared between the RTLB, Practice Leader and Cluster Manager. See Separate template
The RTLB toolkit specifically outlines criteria that need to be met for Performance Supervision.

Performance 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.

- 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.

Upholding Te Tiriti o Waitangi - In addition to these shifts in requirements, all RTLB must provide evidence that they are continuously improving their ability to speak, use, teach Te Reo Maori and demonstrate understanding and acceptance of Te Ao Maori. This will include participation in professional development and implementation of learning, engagement in cultural events, adherence to school and RTLB kawa (karakia and waiata) and use of Te Reo Maori and protocol when meeting with whanau.

The End of Year Summary Statement - This will be the only information provided to the Principal and will support the annual application for renewal of registration.

End of Year Summary Statement for (Name) …….. Year…..

(Name) has/ has not met all requirements of their job description.
This has been discussed prior to this statement being made and we are in agreement with the statement. Yes/ No

Please provide an explanation if they did not meet the requirements:

Please state what support is in place to ensure the teacher is able to meet the requirements:

(Name) meets all the basic standards for a fully registered teacher
OR
(Name) is working towards meeting the basic standards for a fully registered teacher

Please state what support is in place to support the teacher to meet the requirements:

(Name) has shown a commitment to the profession through
Regular and active participation Supervision or Growth Coaching Yes/No

Attendance and active implementation of professional development (see summary over page) Yes/No

Active participation in observation and feedback (see summaries over page) Yes/No

Provided data and reflective comments in the expected format (see included) showing they have strived to improve outcomes for students Yes/ No

(Name) continues to engage in Te Reo and Te Ao Maori Learning and seeks to uphold Te Tiriti o Waitangi. Yes/ No

I recommend that (Name) be endorsed as a fully registered teacher:
Signature
Date

I agree with these statements (Name)…….
Signature…….
Date

2023 Schedule RTLB(Aligned with Pap Int Teachers Schedule)

	RTLB	Practice Leaders

Term 1	● Cluster review of 2022 EOY outcomes data
	● Confirm Strategic and Annual Plans.
	● Gather base-line data(pre outcomes data)
	● Begin gathering other data/evidence including observations(Case records)
	● Teams will agree on PLG Focus (Hikairo Schema component)
	● Performance Supervision completed which includes
	  ● Case work documented with goals and outcomes (Case updates)
	  ● Practice sharing/observational Feedback
	  ● Accountability
	  ● Reflective practice (PLG and data discussion)
	  ● evidence on teacher standards
		● Agree to Consistency of Practice in Performance Supervision
		● Set up 2023 Performance Supervision Template which will include Case update and Professional Growth Cycle portfolio.
		● Schedule Performance Supervision sessions 2 per term.
		● Initial Performance Supervision Session completed before the end of Feb
		● **PLs** meet team members twice a term to complete Performance Supervision which confirms that RTLB are meeting the standards, job descriptions, and actively participating in PLD and Supervision
		● PL share team members Supervision with CM

Term 2	Performance Supervision Continues twice termly This includes
	  ● Case work documented with goals and outcomes (Case updates)
	  ● Practice sharing/observational Feedback
	  ● Accountability
	  ● Reflective practice (PLG and data discussion)
	  ● evidence on basic criterion
	  ● Pre and Post outcomes data to be gathered into a mid year summary into the required format
	RTLB write their own summary (based on data) and present data
		● Schedule Performance Supervision sessions 2 per term.
		● **PLs** meet team members twice a term to complete Performance Supervision which confirms that RTLB are meeting the standards, job descriptions, and actively participating in PLD and Performance Supervision
		● Read RTLB data summaries and meet with RTLB, this is completed as part of supervision
		● PL share team members Performance Supervision with CM

	• Provide reflection on practice based on data analysis • Suggest next steps • Provide evidence on basic criterion	
Term 3	Performance Supervision continues twice termly. This includes • Case work documented with goals and outcomes (Case updates) • Practice sharing/observational Feedback • Accountability • Reflective practice (PLG and data discussion) • Evidence on basic criterion	• Schedule Performance Supervision sessions 2 per term. • **PLs** meet team members twice a term to complete Performance Supervision which confirms that RTLB are meeting the standards, job descriptions, and actively participating in PLD and Performance Supervision • PL Share team members Performance Supervision with CM
Term 4	Complete final Performance Supervision which includes • Case work documented with goals and outcomes (Case updates) • Practice sharing/observational Feedback • Accountability • Reflective practice (PLG and data discussion) • Evidence on basic criterion • Final Data collection/summary/reflection • Survey data discussed and shared **Monday 20 November:** **Final Supervision Completed and end of year Summary confirmed** **Thursday 7 December** all EOY summaries ready for CM sign off	• Confirm deadlines • Set meeting date for final Performance Supervision • Read the data and summaries • Meet with RTLB to finalise and agree the EOY summary • Submit the summaries to the CM/ Principal for approval before **7 December** **Thursday 7 -Friday 8 December Practice Leaders** all End of Year summaries completed and submitted to the CM CM meetings with Leaders to confirm Leaders EOY summaries **Monday 12 December:** all EOY documentation to Principal for filing

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. • 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.	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 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.

<u>Performance Supervision</u>

At Manawanui, Practice Leaders undertake Performance Supervision with their team. This needs to be completed twice per term. Performance Supervision is an important component of our Professional Growth Cycle and is compulsory for all RTLB.

Purpose

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 (RTLB Professional Practice Toolkit, 2020; pp25)

Records & Confidentiality

The Cluster template needs to be used. Dates, times and those present should be recorded. Records need to be accurate and professionally written. Student initials should be used on the Supervision Document for confidentiality. Case Update Document may include student names.

Practitioner Supervision

Purpose

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.(RTLB Professional Practice Toolkit, 2020)

Group Members

Each RTLB should nominate and get acceptance from a peer who they can arrange practitioner supervision as mutually arranged. Each RTLB should not have a formal practitioner supervision agreement with no more than 2 other RTLB.

Conversations around advice/perspective gathering are part of daily RTLB practice and should not rely solely on practitioner supervision. These conversations are often 'just in time' and informal.

Timing

As required, responsive to need.

Location

To be shown in every RTLB's calendar.

Agenda

The agenda is to be agreed between participants prior to or at the beginning of the meeting. It may follow one of the Peer Supervision models from NZ Mentoring and Coaching or another agreed upon format.

Records & Confidentiality

Dates, times and those present should be recorded. Any other parts of the supervision meetings are confidential and should not be discussed with other person/s.

In the rare event of situations where there is a safety risk to those within the supervision group, students or others, concerns should be discussed with your Practice Leader.

Conflict Resolution

Any conflict, co**n**cerns or complaints about practitioner supervision will be discussed openly and resolved in supervision sessions. It is the responsibility of all involved to raise such concerns.

Professional Development

Manawanui Cluster 10 is committed to investing in the professional development of all staff. RTLB also have a responsibility for undertaking their own professional development.

Guidelines

Professional development, which is funded from the RTLB budget, should be linked to the strategic and annual plans of the Cluster. Specific professional development which targets individual RTLB needs should be negotiated with the PL and CM.

Budget

The RTLB administration budget funds Cluster and individual professional development (refer Annual Budget).

Principles

- Professional development is everyone's responsibility
- Cluster and individual professional development should be aligned to the strategic plan
- Completion of study towards relevant formal qualifications is a priority
- Full costs of approved professional development should be met from Cluster funds

Types of Professional Development

- **Start up of Year**
  RTLB only weeks
- **Cluster wide Professional Development** - linked to Strategic Plan
- **Performance Supervision** - this is usually in relation to casework needs
- **RTLB Study** towards Post Graduate Diploma in Specialist Teaching
- **Personal Professional Development** - all RTLB should undertake a range of personalised learning that has links to their position. This could be task focussed, about leadership and/or about facilitating adult learning.

All work related professional development should be recorded in the professional development log as part of the requirements for the renewal of the Practising Teachers Certificate. There should be clear links in supervision notes between new learning and casework.

Application Process

1. RTLB may be invited to apply for Professional Development opportunities or may initiate applications
2. Applications must be completed - Application for PD form
3. Applications are to be recommended (or otherwise) by the Practice Leader
4. All applications are to be considered by the RTLB leadership team, taking into account current study and courses previously attended
5. Where practicable an Expression of Interest process will be adopted in the interests of transparency and equity

RTLB Qualifications

All RTLB must complete a Post Graduate Diploma in Specialist Teaching (Learning and Behaviour) within four years of taking up an RTLB position. All RTLB enrolled in the Post Graduate are entitled to a Ministry RTLB study award, which covers most tuition costs.

Guidelines

RTLB who are undertaking the Post Graduate Diploma are also supported by study leave, which is negotiated with the Cluster Manager.

The Cluster Manager has oversight of the administration processes involved in registration for the study. However, the final responsibility for registration and course completion rests with the RTLB.

Other Qualifications

The Cluster is willing to consider supporting RTLB with other formal qualifications which relate to the work of RTLB. RTLB should discuss available support with their PL. The prior approval of the Cluster Manager is a pre-requisite if the study time involves usual hours of work.

SECTION 4

HELPING US WORK

Hours of Work

NB Papatoetoe Intermediate School is a smoke and vape free environment.

(Refer also 2.10.1 of the NZEI Primary Teachers Collective Award)

Employees shall work such hours as may be reasonably required of them to enable them to properly fulfil their responsibilities as teachers whether or not such hours exceed 40 hours per week. The normal hours of work for employees should as far as practicable however not exceed 40 hours per week Monday to Friday.

(Section 2.10.3 makes provision for up to 10 call back days)

Office hours are 8.00am – 4.00pm during school Term. If you are attending a work related meeting away from the office at 8.00am (or earlier) you should notify your Practice Leader.

In keeping with the Employment Relations Amendment Act 2018 an employer cannot 'require' employees to take breaks but can strongly advise employees take breaks

Breaks are intended to support the wellbeing of staff members - a suggested schedule could be

Morning Tea - 10 mins / Lunch - 30 mins / Afternoon Tea - 10 mins

Breaks should be scheduled in your calendar

8.00am - 4.00pm (8 hours) Monday to Friday when the school is open for tuition, teacher only days and scheduled call back days. On a Friday RTLB may leave after 3pm.

All RTLB are required to sign in and sign out using VisTab. NB if you have a referral at Papatoetoe Intermediate School, you must sign in/out using the school's VisTab located adjacent to the student reception office. This also applies to the relevant signing in and out procedures of each of the Cluster schools.

In certain circumstances if a staff member needs to have time off, arrive late or leave before 4.00pm:

- Staff members leaving the school grounds must sign in and out
- If you need to leave early or arrive late, you may do so if you have the express permission of the Principal or Cluster Manager. Permission must be sought in person before leaving the school grounds.
- If RTLB need to leave from work unexpectedly, permission must be sought from the Practice Leader who will inform the Cluster Manager .
- It cannot be assumed that permission to leave will be granted although the Principal and Cluster Manager will endeavour to be flexible and supportive.

From time to time a staff member does need to apply for leave, due to sickness, to attend medical appointments, for family events and responsibilities, to undertake study and for bereavement leave etc.

Google Calendar

All RTLB are responsible for maintaining an up to date personal calendar. This is shared with your Practice Leader and the Cluster Manager. A Cluster Google.Docs calendar is maintained by the Administration Support Officer with RTLB having Read Only access. This calendar is for important Cluster events and is updated regularly.

Practice Leaders will regularly review Google calendars as part of supporting RTLB manage caseloads.

Basic Calendar recording expectations:

All offsite appointments,accurately recorded - first name of case and school/location

Meetings on site

Breaks/lunch

Any PLD

Sick leave

Approved medical/personal appointments

Blanks indicate RTLB are on site, working on casework with details recorded in schoolgate under contacts eg Other: resources/ data analysis etc

FWA: Calendar needs to be detailed

Workshops and time in lieu:

Background
In the time before the current CM there was a verbal agreement that RTLB who facilitated IYT, were able to arrive or leave an hour earlier.
The rationale for this was to provide support for facilitators after a full day of delivering to an audience.

There have been many progressions since this agreement was made. The IY suite has grown to include half day IYA sessions and TA sessions. Manawanui is also offering several other workshops including SFG and pop up workshops.
In addition the cluster now operates an FWA policy which gives RTLB the opportunity to work flexibly for 1 day a week.

Refreshed Process:
For any full day workshops with multiple participants- RTLB facilitators can leave once the workshop is completed and do not need to wait until 4.

For all other workshops, should flexibility be required this needs to be negotiated each time with your PL and CC CM in. This needs to be recorded on your calendar.

Flexible Working Arrangements

RTLB who request Flexible Working Arrangements must ensure they meet all school visit requirements in their role as Liaison RTLB and for case work, irrespective of whether the meeting is scheduled on a day on which they have Flexible Working Arrangements. RTLB are also required to be in school to attend events, eg. farewells.

Flexible Working Arrangements Procedures

Background

In recent years we have operated a Flexible Working Arrangement Policy. With extended lockdowns, we have proven that RTLB are able to work remotely and effectively. The School Satisfaction Survey in 2021 affirmed the support RTLB were able to provide remotely during lockdowns.

Key Feedback

Feedback was positive with key points being flexibility, time for focused administration, time saved in travel and well being. Over the last 2 years there have been no concerns expressed about access and availability of RTLB to attend meetings. In fact, more schools are making use of virtual meetings to save time and include whānau. This necessitates FWA as virtual meetings require spaces with privacy which are in short supply due to the collegial hub model.

Principles

- Manawanui Cluster 10 meets all requirements of the Funding Agreement
- Supporting schools (students, teachers, teacher aides, whānau) is our core purpose i.e. no school or student will be disadvantaged
- RTLB continue to have effective practitioner and professional supervision
- RTLB will have access to professional/collegial support
- RTLB will demonstrate professional responsibility. This includes meeting all professional and accountability requirements
- The day to day operational requirements of the Cluster are not adversely impacted by RTLB who have Flexible Working Arrangements
- Hours of Work as set down in the Operations Handbook at all times

- Flexible Working Arrangements will incur no additional costs to the RTLB budget
- Apart from laptops, all equipment required for Flexible Working Arrangements is the RTLBs personal responsibility to provide
- Any costs associated with working from home e.g. heat light power, ink toner are the responsibility of the individual RTLB. These costs are already provided for when working from the RTLB office
- Where RTLB access Flexible Working Arrangements health and safety provisions are the responsibility of the individual RTLB where these arrangements involve working from home
- RTLB who do not access Flexible Working Arrangements will not be disadvantaged
- The RTLB Cluster Manager may revoke the approval for Flexible Working Arrangements for the Cluster or on an individual basis at any time

Flexible Working Information

Manawanui Cluster 10 RTLB and staff may request Flexible Working Arrangements from their line manager.

RTLB may request Flexible Working Arrangements for one day a week
If there is a requirement for flexible working eg slightly later on site/ working off site in the afternoon, this needs to be negotiated as part of FWA. Eg you are not able to come on site later for 2 days per week and access a day FWA.
RTLB must be available for four days working from the office.
When a statutory holiday occurs on a work day (e.g. Labour Weekend) or RTLB attend PLD or are absent, FWA is unavailable that week.

In the weeks where there is an NZEI Teacher Only Day, which has been approved by the Board, RTLB union members are not able to access Flexible Working Arrangements. Non-NZEI members must work from the office on NZEI designated Teacher Only Day and cannot access Flexible Working Arrangements in that week.

RTLB who do not request Flexible Working Arrangements will continue to work from the RTLB office undertaking a full range of tasks associated with the delivery of RTLB services.

RTLB who request Flexible Working Arrangements must ensure they meet all school visit requirements in their role as Liaison RTLB and for case work, irrespective of whether the meeting is scheduled on a day on which they have Flexible Working Arrangements.

For RTLB who request Flexible Working Arrangements the following requirements will need to be met

- The day of the week is negotiated with the Practice Leader and approved by the Cluster Manager
- For any variation, requests must be made using the form and submitted to the PL for negotiation and approval. Forms need to be hard copy
- RTLB are required to keep an accurate, detailed work plan on their calendars, accounting for a full days work
- Practice Team, practitioner supervision, professional supervision meetings must all be in person i.e. kanohi ki te kanohi, unless permission is sought from Cluster Manager
- The RTLB must check-in with the Practice Leader by 7.45 am on any day when they have approved Flexible Working arrangements

In term 1 and 4, RTLB will be notified about which weeks FWA is available.
In term 2 and term 3, FWA is available from week 2 to week 9.

All RTLB are to attend work at the RTLB offices on Mondays as usual.

Usual hours of work apply:

- 8.00-4.00
- Including breaks (refer Hours of Work and Breaks)

Any substantial variation of these hours is negotiated with the Practice Leader and based on the daily work programme as part of the individual RTLBs overall work programme.

RTLB who are working flexibly must be available (email, telephone etc) to respond to questions/concerns/professional conversations with their colleagues between 8.00am-4.00pm unless on a school visit which will be noted in the calendar.

Health and Safety when working from home is an individual RTLBs responsibility

- Adequate working space, desk and chair

- Taking adequate rest breaks from the laptop/PC i.e. every 30 minutes
- Practice Leaders and the Cluster Manager will regularly check with individual RTLB that health and safety requirements are being followed.

RTLB may be required to attend unscheduled Cluster or Practice Team meetings in person irrespective if the meeting clashes with any Flexible Working Arrangement. Where practicable 24 hours notice will be given for such meetings.

The Cluster Manager may revoke the decision for an individual's Flexible Working Arrangement where it can be demonstrated that the Principles (see above) have not been met including

- An RTLB is not meeting the accountability
- An RTLB is not meeting work output expectations
- There are complaints from the case work they manage (Complaints Policy also applies)

Travel/Mileage - the operational policy currently in place will apply
Mileage claims need to be from lead school to school

Leave

Part Four of the Collective Agreement provides the rationale for the various types of leave/absence from work. This section should also be read in conjunction with the Papatoetoe Intermediate School 'Procedures for Leave Applications' and 'Discretionary Leave Guidelines'.

Guidelines

Where possible, RTLB are encouraged to plan in advance holidays, medical/dental appointments and elective surgery so that these occur when the school is not open.

Applications for leave should be accompanied by supporting evidence e.g. specialist appointment, jury notice summons, funeral notice.

Board or Principal Approval

All types of leave that are for four days or less have been delegated by the Board of Trustees to the Principal.

Discretionary Leave for five days or more requires the approval of the Board of Trustees. Applications need to be with the Board Secretary at least seven working days prior to a Board Meeting for them to be included in the Board agenda.

Discretionary Leave With Pay

The Ministry of Education and the NZSTA strongly advise Boards not to agree to Discretionary Leave With Pay. It is unlikely Discretionary Leave With Pay will be approved except in exceptional circumstances.

Discretionary Leave Without Pay

Applications for Discretionary Leave Without Pay may be considered taking into account:

- Number of working days requested
- Family and cultural festivals
- Relevant historical information
- The operation of the school or RTLB Cluster
- The availability of a person to undertake the duties and work
- Ensuring equity with decisions made for all staff employed by the Board of Trustees

Unexpected Absence from Work

If you are away from work, you must notify your Practice Leader by 8.00am. In addition, if you have planned visits for the day you must make contact advising the SENCO/Teacher that these visits/meetings must be postponed. On your return to work you are required to complete a leave form.

Although the Collective states five days, for sick leave that is three days or more you should obtain a medical certificate where possible as per Papatoetoe Intermediate requirements. A schedule of leave entitlement is available from the Administration Support Officer - refer also to the Novopay information notice.

If your sick leave is approved for ACC, you must provide a copy of the ACC letter to the Administration Support Officer.

Access / Security

As part of your induction, RTLB will receive a security gate access code and a key. The key will provide access to the RTLB hubs and to Room 26 (Scott Base). The key does not provide access to the main school buildings, the RTLB resource room or Room 27.

The alarm in Room 26 is likely to be activated if you are the first person using the room. Check with a Practice Leader or Cluster Manager for the code. The caretaker or the cleaners will set the alarms at the end of the day.

The school is open 7.00am - 4.00pm on school days. Access at other times should be discussed with the Practice Leader and/or Cluster Manager.

The RTLB suite of rooms is locked at 4.00pm. RTLB leaving after 4.00 must ensure the room is locked. For security purposes the last RTLB leaving must ensure the room is locked.

NB if you lose the key you MUST notify the Cluster Manager immediately you become aware of the loss.

Students are not allowed to enter the RTLB suite of rooms or be on the decks or stairs surrounding the RTLB rooms.

Health & Safety in the Workplace

Health and Safety in the Workplace is everyone's business.

A Health & Safety report book is available by the photocopier in the annexe of Room 29 and all incidents requiring remedial attention should be reported to the Property Helpdesk - property@papint.school.nz and copied to the Administration Support Officer. The Health & Safety report book is reviewed weekly.

RTLB also have a responsibility for ensuring the suite of rooms and the immediate surrounds are safe. Health and Safety at Work Act prohibits any staff or students climbing above 1.2 metres without taking the appropriate risk management procedures.

Student safety is an important issue where vehicles are involved. The driveway speed limit of 20kmph must be maintained. RTLB should take extra care when reversing from RTLB parking spaces.

Any concerns about safety or behaviour must be entered into the Health & Safety report book and reported to the Cluster Manager immediately.

All accidents should be reported in the Accident Register (at the appropriate school) This includes accidents which occur in other schools as part of RTLB work.

All Practice Team meetings have an opportunity for any Health and Safety issues to be raised. If RTLB prefer they can raise concerns directly with their PL. Leadership Team meetings have a standing Health and Safety Agenda Item.

Hazard Register for recording Hazards, please email to Cluster Manager who will log the hazard and identify and implement strategies to mitigate the risk.

ICT (Laptops / Cellphones)

(Refer also Papatoetoe Intermediate School Procedures and Agreements regarding the use of laptops and cellphones & the school's 'Code of Conduct').

The school is part of the Ministry of Education's Laptops for Teachers scheme (TELA).
All work related documents must be stored on your rtlbcluster10.school.nz linked Google Drive. No work related documents should be stored on personal external hard drives.

Cellphones are provided for all staff for work related purposes. Charges will be made for excess data usage, photos, overseas calls when this exceeds more than $3.00 per month.

RTLB are responsible for ensuring laptops and cellphones are kept safe at all times. Where items have been lost or misplaced, this must be notified immediately to the Cluster Manager. In cases of negligence or carelessness, the Cluster Manager may apply the school policy and require the RTLB to pay the excess or replacement cost, whichever is the lesser amount.

IT support is available by emailing the IT Helpdesk - help@entity.nz . Where possible email Heather first as the problem may be able to be sorted in house.
If it is urgent, discuss with the Cluster Manager.

All RTLB sign and agree to the terms and conditions before they get their laptop
Laptop User Agreement

Tela Laptop Procedures For RTLB

RTLB are provided with Tela laptops and accessories (bag, powerpack) through the Ministry of Education's All of Government (AOG) scheme.

The laptops are leased to the Lead School and are entered onto the school's asset register (Accessit). Teacher laptops are replaced every three years. Only Teachers are eligible to receive the laptops under this scheme. 'Teachers' include RTLB and the Cluster Manager.

RTLB are issued with a laptop and sign an agreement that outlines the expectations for care and use. RTLB are expected to take all reasonable care of the laptops and all accessories issued. If

there is any damage done or items are lost, RTLB may be required to pay for the damage not covered under insurance.

Process for Leasing Laptops

The RTLB Cluster Manager has access to the TELA laptop website prior to due dates for replacement. New laptops are procured through the Executive Officer. The Executive Officer is advised by the Cluster Manager of the preferred laptops. In recommending which laptops will be procured the Cluster Manager will take into account:

- Functionality
- Cost of lease
- Limiting the range of laptops used in the school / by the RTLB

Receiving and Issuing New Laptops

New laptops are ordered and received by the Executive Officer. The Executive Officer will notify the RTLB Administration Support Officer that the new laptops have arrived. They load the new laptops on 'Accessit' (the school's asset register) and the RTLB laptop database

- Laptop
- Serial number (Accessit)
- TELA number
- Date received
- Date Lease ends

The RTLB Administration Support Officer will liaise with the Executive Officer and Cluster Manager regarding the management of the laptop database including expiry dates.

The selected IT provider will inform the RTLB when the laptop is ready to be picked up from the RTLB Administration Support Officer who will issue the laptop and accessories to the RTLB. The RTLB will sign a User Agreement.

Returning laptops

RTLB will return the laptops when either:

- The lease is due to expire; or
- The RTLB is leaving Manawanui Cluster 10 (EXIT procedures); or

- If there is damage done to the laptop or concerns about the function of the device, or there is some other reason it needs to be returned

RTLB are notified by the RTLB Administration Support Person when their laptops are due to be replaced. Laptops and accessories are returned to the RTLB Administration Support Officer. The laptop is wiped ready for return. The returned laptop is removed from 'Accessit'.

The RTLB Administration Support Officer will give the Executive Officer the laptop and accessories to return to the TELA provider. Laptops may be purchased at the end of Lease.

- 1st option goes to the person who has been using the laptop
- 2nd option is that the Cluster may choose to purchase a laptop
- 3rd option is given to the school
- finally any other staff member who may wish to purchase an end of lease laptop is given the option

Surplus Laptops

Laptops which have been purchased at the end of their lease are included in the RTLB asset register. The surplus laptops will be managed by the RTLB responsible for IT equipment.

Repairs & Maintenance

Low level maintenance or repairs may be undertaken by nominated staff members Entity will be responsible for all other repairs and maintenance as per the contract:

Either

- Entity Helpdesk; or
- Entity on-site
- Laptops that are damaged beyond repair are returned to TELA. The RTLB Administration Support Officer notifies the RTLB of this process and hands the laptop to the Executive Officer who arranges for it to be sent to TELA. TELA decides if the laptop needs to be replaced and if so instigate replacement
- If TELA deems the laptop as not needing repair or suitable to be returned the laptop will be returned to the person to whom it was issued
- If damage is deemed to be caused by the person to whom the laptop was issued that person will have to pay the 'excess'. The Executive Office manages this. In this case the laptop is repaired or a new one issued. The laptop cannot be re-issued until the person pays the excess

Mileage Claim

RTLB may claim for actual and reasonable use of personal vehicles for work related activities. It is the responsibility of the RTLB to ensure the vehicle has a warrant of fitness, is registered and that their vehicle insurance policy covers work related incidents.

Claims are to be made on the Schoolgate database. The database automatically calculates mileage between schools. All other mileage claimed i.e. home visits, will be based on actual or google maps, whichever is the lesser amount. All proposed claims for travel outside the Cluster must have prior approval from the Cluster Manager (travel claims associated with professional development are approved at the time of the approval to attend PD).

If travelling from home the mileage claimed must be the lesser of the distance from home to the venue or from Papatoetoe Intermediate School to the venue e.g. An RTLB lives in Takapuna and attends a course at the Airport Oaks, driving directly from home to the venue. They are eligible to claim the distance from Papatoetoe Intermediate School to Airport Oaks.

When multiple RTLB are travelling to the same venue, consideration should be given to travelling in one-two vehicles. Similarly, consideration should be given to public transport where it is available and convenient.
RTLB need to call ahead to ensure students and teachers are at schools before travelling to visit. If RTLB choose not to call ahead and have multiple contacts where they have travelled to the school and the student is away, reimbursement will not be available.

Travel claims are to be submitted to the Administration Support Officer on the 22nd of each month. If you are not claiming mileage you must provide a Nil return. This is because mileage usage per RTLB is reported annually to the Ministry of Education.

RTLB do not transport students. Any exception to this requires prior clearance and approval from the Cluster Manager.

Expenses (Reimbursement / Term Allowance)

The framework for expenditure is accountability. The Cluster Manager is responsible for ensuring all funds are used appropriately. Included in this framework are the principles applying to the use of public (i.e. taxpayers) money.

Any expense that an RTLB incurs as part of their work needs to have prior approval from the Cluster Manager if the RTLB is going to seek reimbursement. The exception is the Consumable Allowance (see below).

A Purchase Order Form is required for any purchase. Expenses, which have had prior approval, will be reimbursed on an actual and reasonable basis. All claims must be accompanied by a GST receipt for the amount being claimed.

Claims are to be submitted using the appropriate form by the end of the month in which the purchase was made.

Consumables Allowance

RTLB are entitled to a consumables allowance relating to their work of up to $30 per term. This will be reimbursed based on receipts and must be submitted by the end of the term. You will be asked to confirm with your PL that the purchase of consumables is for work related activities. RTLB will be provided with one box (100) of laminating pouches. Additional pouches will need to be purchased out of the Consumables allowance.
The final date for claiming in term 4 for term 4 is last Friday of Week 7 Term 4.

Catering

Catering may be provided when external guests are invited to participate in Cluster programmes or activities. Unless otherwise stated, catering will not be provided for internal meetings.

The prior approval of the Cluster Manager is required to provide catering if it is to be claimed against the Cluster budget.

Where the Scott Base facility is used and catering provided, the organisers of the event are responsible for cleaning up dishes and leaving the room in a tidy condition.

At Manawanui, we provide vegetarian and non vegetarian options, however we are unable to cater for other dietary requirements and respectfully ask people to provide their own meals.

No alcohol is to be made available unless approved by the Lead Principal (who notifies the Board of Trustees) on the recommendation of the Cluster Manager.

Budget

The Ministry of Education funds the Cluster through a Funding Agreement. The Budget is usually agreed between the Executive Officer, Cluster Manager and Lead Principal in late November. It is then presented to the Board of Trustees for approval. At this time the Budget is made available to the Cluster and Budget information is made available at regular intervals along with the monthly Profit and Loss Report.

The school's annual audited financial statement includes a section on RTLB finances, which is provided to the Ministry by 31 May.

Guidelines:
Only authorised expenditure i.e. within budget can be approved by the Cluster Manager.
Unauthorised expenditure i.e. unbudgeted expenditure needs Principal and Board approval.

The Cluster Manager has delegated authority up to $5000 within budget. Amounts over $5000 require the approval of the Principal and where the amount exceeds the Principal's delegation Board approval is required.

Any expenditure of Cluster funds must have prior approval of the Cluster Manager – the exceptions are mileage claims within the Cluster and $30 per Term RTLB expenses.

For capital purchases a Purchase Order is required – this is available from the Administration Support Officer.

Credit Card:
The Administration Support Officer manages an RTLB Cluster credit card. Any purchase requires prior approval of the Cluster Manager & ASO.

Library - Resources

The area between Room 27 and 28 is used as a library/resource room. RTLB are welcome to use the books and resources that are available. The books and resources will be issued by the Administration Support Officer.

It is the responsibility of the RTLB to ensure all books and resources are returned at the end of year, especially where these have been lent to schools.

An audit of books and resources takes place in December. RTLB may be charged for any items issued to them and not returned.

RTLB are invited to recommend purchases of books and resources to either Practice Leader or Cluster Manager.

Photocopying / Printing / Stationery

RTLB photocopiers are located in the entrance to Room 27 and Room 29. Please limit printing in colour. Long print runs should be arranged with the Administration Support Officer.

Stationery

The Administration Support Officer oversees the stationery room, which is located in Room 27. RTLB can access this room for stationery needs, taking care not to be wasteful. For stock management purposes, please let the Administration Support Officer know if stocks are running low.

School Meetings / Safe Practices

To ensure off-site meetings occur in safe, transparent and professional environments.

Guidelines

RTLB may need to have off-site meetings to meet the needs of schools, teachers, RTLB or whānau in the course of their work.

Off-site meeting considerations:

- Working with, and within, the kaupapa of the school
- Promoting whānau and culturally appropriate practices

Safe Practices

- All off-site meetings including home visits must be recorded on your Google Calendar with accurate details including name, reason and address
- RTLB check with school personnel, e.g. Principal and/or SENCO, before making arrangements for home visits
- Schools must give permission for use of space for meetings with whānau at that school
- Appropriate personnel may accompany the RTLB if necessary
- RTLB must be contactable by phone during these meetings as appropriate

Conclusion:

Guidelines are provided to ensure the personal and professional safety of the RTLB is maintained.

Home Visits

RTLB may often be required to make home visits as part of their casework.

Guidelines

Home visits should acknowledge the cultural diversity of whānau and parents in the Cluster's community and home visits should take place only when the safety of the RTLB is ensured.

The RTLB will inform the Principal or SENCO of the host school before the initial home visit is proposed. The RTLB will contact the whānau or caregiver to arrange the meeting. The whānau or caregiver will be given options for the venue of the meeting e.g. school, home or an independent venue.

Prior to any home visit taking place, the RTLB will inform their Practice Leader. The information will include time, date and telephone contact. The RTLB will ensure they have their cellphone on hand at all times and then notify PL through text when they leave the property.

Records of home visits will be maintained in the case management database. Any threats to the personal safety of the RTLB should be reported to the Police and in writing to the Principal of the school which the student attends and the Cluster Manager.

Visits to other settings not directly related to a case:

From time to time there may be a reason to engage with other settings for reasons not directly related to a case you may have. If this is required please get permission in advance from your PL in writing and cc in the Cluster Manager explaining the purpose of the visit. This appointment also needs to be clearly recorded on your calendar.

SECTION 5

OPERATING PROCEDURES

RTLB Toolkit

The RTLB Professional Practice Toolkit (July 2020) guides RTLB practice.

See TOOLKIT 2020 for guidelines

Requests for Support & Allocation

Requests

- Requests for support can be made for assistance for student/s, teachers/staff, whole school programmes/systems involving students Year 0-10 with moderate learning and behaviour difficulties
- Requests are made when a school has tried other school initiatives/programmes and unable to resolve the learning or behaviour challenge
- ORS funded students not considered for an RTLB referral
- Students presenting high level behaviours need to be referred to Learning Support (Ministry of Education)
- Schools will refer to the Manawanui Cluster RTLB service electronically by using the Schoolgate database
- Complete the new referral on the database in collaboration with Liaison RTLB, SENCO/Principal and whānau
- The completed referral form will include written parental consent and supporting data
- All requests need to be in by 3.00pm on Thursday prior to the Allocation Meeting
- Requests for Support & Allocation meetings are held weekly
- Starting School Requests will be allocated as soon as possible once received
- Schools requesting will be informed through an automatic email response on receipt of referral and allocation
- The request for support will be allocated to most suitable RTLB

Review and Intake

- New requests will be prioritized and assigned to the most suitable RTLB at the weekly Allocation Meeting on Wednesdays
- Requests for Support must be fully completed including the parent consent before the Request can be allocated

Term 4 Request for Support Pathways

For requests for learning and/or behaviour support:

RTLB work to develop inclusive practices of adults working with students. As part of our commitment to He Pikorua (our practice framework) we also need to collaborate and work with whānau. Therefore the process for term 4 requests for support is as follows:

SENCO submits the Request for Support by the end of week 6 in term 4 and will follow one of the following pathways:

- RTLB is allocated and will work to develop their relationship with the whānau and students in preparation for the next year where the main body of work will be undertaken

OR

- The SENCO asks for the request to go on the waitlist ready for a prompt start the next year

OR

- There may be a bespoke support required that doesn't fit in the first two options which can be negotiated

If you have any queries please discuss with your liaison RTLB.

Please note:

Transition Requests for Support need to be submitted by Thursday of term 3, week 8, so will not be allocated in term 4 except by negotiation.

Starting School Requests will be allocated as soon as possible once received and are different to other transitions.

Liaison RTLB Role

Our rationale is to strengthen the relationship between the RTLB service and Otara/Papatoetoe schools/kura.

Introduction

RTLB Clusters nationally have systems for communicating regularly with every school in their Cluster. The RTLB service supports schools to make referrals based on identified needs and appropriate requests for support. This may be facilitated by a Liaison RTLB. The Manawanui RTLB Cluster serves twenty-nine schools in the Otara-Papatoetoe geographical area. Our aim is to assist our schools in raising student achievement and increasing teacher capability.

Guidelines

In Manawanui Cluster 10, all schools have a Liaison RTLB and some RTLB will have more than one liaison school.

The liaison role is to:

- Work collaboratively
- Work with, and within, the kaupapa of the school
- Maintain open communication between the RTLB service and schools
- Develop processes around working with liaison school (e.g. frequency and type of contact, personnel involved, clarification of roles, etc)
- Attend, where appropriate, pastoral care/SENCO meetings
- Collect information from all RTLB working with students in the school to provide feedback at pastoral care/SENCO meetings
- Interact and engage in a professional manner and have positive professional discussions
- Introduce new RTLB working in the school for the first time to key personnel
- Strengthen the relationship between the RTLB service and the school
- Build professional relationships with key people working in liaison schools (SENCO, LSC, Senior Management, Deans, Guidance, SWiS, Counsellor, etc)
- Support in making new referrals and funding applications with quality information to RTLB service on the case management system (database)
- Support with referrals in a culturally appropriate way if there is a need for specific cultural input
- Inform liaison school of the status of referrals and funding applications and keep them updated on any changes

- Assist in making referrals to other agencies and to help schools to explore various pathways for support
- Ensure liaison school is familiar with Cluster procedures and processes
- Inform SENCO of upcoming Professional Learning Development

Conclusion

Any concerns about the RTLB service must be directed to the Practice Leader and/or Cluster Manager (refer also the Complaints Policy and Procedures).

Case Management / Case Closure

All RTLB casework follows the He Pikorua stages / phases. The 7 Step sequence is as follows:

1. Whakawhanaungatanga / Build Connections
2. Kohikohi / Gather Information
3. Ata Whakaaro / Sense Making
4. Tatai / Plan Cooperatively
5. Whakamahi / Take Action with Integrity
6. Whaikorero / Reflect Together
7. Manu Motuhake / Empower Others

Please see He Pikorua Website for guidelines and ways of working.

Case Closure

At case closure, the following checklist is followed:

- Whai Whakaaro and Mana Motuhake document co constructed and shared with teachers, SENCO, whanau & this is recorded in Contacts
- Change the phase to Mana Motuhake
- Make sure all boxes/tabs are complete
- Check for any outstanding LSFs on this case – see ASO if unsure
- Outcomes data collaboratively completed and populated
- Please supply most up to date whanau and teachers email addresses
- Email this to PL requesting closure

Practice Leaders will close the case on Schoolgate once all documentation has been checked

The Schoolgate Database

All RTLB are required to maintain and regularly update their casework on the Schoolgate database. All information recorded on the database needs to professionally written and avoid spelling and grammar errors-

- The database is to be updated within 3 working days all contacts should be noted/listed in the case management file.
- Contacts should show who has been involved and the relationship eg Dave (uncle)
- Contacts should be detailed and clear and should be recorded no later than 3 working days after contact. Contacts are used to show accountability and the progression of the case.
- Initial contact for new cases within 3 working days of the request for support being allocated
- The Tātai must be added and shared with all stakeholders within 5 working days of the Tātai meeting.
- Case completion procedures must be completed within 5 working days of the agreement with the Practice Leader to close the case
- Practice Leaders will review the database every fortnight
- Practice Leaders will have careful monitoring of cases once they are over 20 weeks. This does not mean that a case can't continue for longer if required.

PRE and POST data

It is a requirement that this data is collected at the beginning of the case and closure of the case in line with Toolkit descriptors. This must be done collaboratively.

Bilingual Assessment Service (BAS)

MoE Eligibility Criteria

- is not making expected gains in English language acquisition for their age and stage, even with ESOL-funded support
- has an unclear educational history or there is evidence of disrupted or no schooling before coming to New Zealand
- has known physical and/or cognitive disabilities or limitations before coming to New Zealand, and is likely to have additional learning needs
- is withdrawn or seems depressed
- participates to little or no extent in class
- is disruptive or aggressive, or behaves erratically
- does not complete any or much work

Who does not qualify?

- International fee-paying students - although schools may contract private services with costs being covered through fees
- New Zealand-born students - although they may be considered if they have spent long periods of time out of New Zealand
- Maori speaking students as this is an official language of New Zealand

Any Queries refer to BAS Lead Assessor, Peter Agnew,petera@rtlbcluster10.school.nz, 022 134 5376

BAS Referral Process

1. School identifies through ELLPs matrices, observation and school data, students from a refugee/migrant background that are not making the expected progress. This can be done in consultation with Liaison RTLB/Case RTLB/SENCO. Reference to be made to MoE eligibility criteria as per MoE website
2. School in consultation completes MoE Form 1 and submits with RTLB R4S, RTLB Parental consent and BAS parental consent. and ELLPS matrices on Schoolgate
3. Case allocated to BA:LA Bilingual Assessment: Lead Assessor to ascertain if eligible for BAS
4. BA:LA to check relevant details, contact school and submit to MoE for approval
5. Once approval has been received, BAS assessment process to occur
6. Once assessment has been completed, report is written, including recommendations(discussed with school where appropriate)

7. Form 3 (Notification of Completion) along with a report submitted to MoE and BAS case closed on Schoolgate. BAS report attached on Schoolgate under the closure tab

Assistive Technology

Assistive Technology (AT) can be applied for through the Ministry of Education, as part of RTLB student support, and in collaboration with school personnel and student's family or whānau.

Assessments and analyses are made using the SETT (student, environment, tasks and tools) framework before an application is begun.

AT application needs to show that the requested assistive technology meets the specific learning needs of the student.

Procedure outlined on Ministry of Education website is followed.
http://www.education.govt.nz/school/student-support/special-education/assistive-technology/applying-for-assistive-technology/

A District Technology Coordinator is available for assistance and guidance and should be notified that an application is in process. Pre and post data must be accompanied by representative pieces of work.

Applications are received by MOE on the first Tuesday of each month, except January and December. If a student is due to transition to another school in the following year, applications must be made by the first Tuesday in October. Applications are usually moderated within 2 weeks and schools are notified of the decision.

If successful, RTLB can assist the school to set up the assistive technology equipment.

Cognitive Assessments Process

Cognitive assessments are one of a number of assessment tools which may support students through the Tatai i.e. the cognitive assessment requirement is part of the Tatai and information will be used to further develop the Tatai.

The cognitive assessment will be undertaken by a registered educational psychologist. Costs vary and the Cluster is able to support a number of cognitive assessments through Learning Support Funding. This support is limited to 75% of the total cost or a maximum of $1000 -whichever is the lesser amount.

In a limited number of cases the cognitive assessment may be undertaken by an RTLB who is a registered educational psychologist. There is a limit of 3-4 CA to be undertaken at any one time.

A set of criteria has been developed for use when considering applications for these types of assessments. These criteria are listed below

Process for consideration of an application for LSF for a cognitive assessment:

(This process is preceded by the Request for Support, school based interventions and RTLB assessments - except where the case involves a student who has previously been referred and there is adequate assessment information.)

If the team feels that a cognitive assessment would be appropriate, the RTLB completes a CAT4 Screener which will indicate the need for a cognitive assessment.

The school in collaboration with the RTLB case worker will submit an application for funding with all attached supporting documentation as per a regular LSF application.

Omission of any of the required documentation (listed below) will/may result in either the application being sent back to the school or the LSF request being declined.

The RTLB will be required to speak to their Practice Leader who will support this application at the allocations meeting.

The cognitive assessment should come early in the data collection phase, immediately after the

RTLB has completed their initial assessment including a review of school and family information. The reason being that there are often useful interventions that grow out of a CA which an RTLB is ideal to support. An example of this is if a student should be identified as having very low cognition and requiring quite intensive adaptation of the curriculum. An RTLB can support teachers with this work and at the same time provide some support to home in terms of how the family best supports their child to progress with learning. This does not mean that a case comes to a halt whilst waiting for the assessment to be completed.

Supporting documentation to be included:

Documentation	**Check**
1. What is the purpose of the assessment (Write a brief statement)	
2. What will the assessment be used for (Write a brief statement)	
3. RTLB pre-data to support assessment.	
4. School pre-data to support assessment.	
5. What has been done so far to address the needs. (Write a brief statement)	
6. What is the RTLB involvement (Attach CAP).	

Process(after CAT4)

1. The collaborative Team apply for Cognitive assessment. Cognitive Assessment Application form. The cognitive assessment must be part of the Tatai being developed (if second/third referral additional assessments may not be necessary). Whanau consent needs to be completed. Whanau consent form for Cognitive

2. RTLB involvement. This could include organising all meetings, arranging for informed consent for a CA, liaising with the Ed Psych in terms of scheduling the assessment and contacting parents or providing parent contact information. RTLB are able to meet whanau at the assessment to support them if needed. RTLB are NOT to transport students to assessments. RTLB support with the implementation of recommendations

3. The allocations panel considers requests for cognitive assessment as part of LSF or internal process if RTLB is involved in the cognitive assessment.

4. Either a) If allocation panel agree - approves up to 75% or up to $1000 LSF (which ever is

the lesser amount)

Or b) agree to an RTLB (registered Educational Psychologist) undertaking the cognitive assessment

5. Practice Leader informs RTLB case worker who informs school (refer also 2 above)

6. Post cognitive assessment - the cognitive assessment is used by RTLB, teacher and SENCO to update Tatai (refer also 2 above)

7. If Whanau have consented to the report being archived as part of the case this needs to be added to the database under 'Documents' in Whai Whakaaro tab

Learning Support Funding

(This section should be read in conjunction with the Ministry of Education's Guidelines for LSF.)

Manawanui Cluster 10 receives funding to support LSF initiatives. The funding can be available to support individual students, teachers and teacher aides as well as to support group projects.

To apply for LSF the following process must be followed:

- Tatai to have been collaboratively planned and discussed with all stakeholders
- Any LSF application needs to be cross matched to Goal and Strategies/Actions in the Tatai
- RTLB fill in an application in collaboration with the school and Link to the case on Schoolgate. Tatai is uploaded into the Intervention section in the documents on Schoolgate
- RTLB makes an appointment/email (in accordance with PLs preference) with PL and goes through LSF documentation with PL
- Once RTLB and PL have discussed application THEN RTLB submits on Schoolgate
- Once LSF is approved, the approval form is forwarded to the SENCO **and** school Finance Person
- The LSF must be invoiced by the school to RTLB Admin (account-rtlb@papint.school.nz) before the case can be closed at case closure

Where more than one supplier is being used, these need to be separated and separate LSF applied for. Resources and hours also need to be on different LSF applications.

Where an LSF funds resources or equipment, the school must attach the GST receipt to the LSF invoice.

Final LSF will be approved/allocated in week 5 of term 4. This ensures that budgets can be closed and invoices paid.

All invoices should be addressed to account-rtlb@papint.school.nz

RTLB will:

- share innovative ways of using the LSF within and across Clusters
- choose interventions that up-skill teachers and minimise reliance on Teacher Aides
- collaboratively set clear goals
- collect pre and post measures that demonstrate the effectiveness of the intervention
- monitor the use of Learning Support Funding

Main Request Categories (as listed on Schoolgate):

Assessment

- When applying for an assessment that will be used by RTLB, identify in the application why it is needed and the benefits
- Include a full costing
- Itemise each item detailing purpose and where it will be stored

Cognitive Assessment

- 75% of funding supported by RTLB / 25 % by school/whanau
- Current active RTLB case with Tatai and supporting data
- Previous actions already undertaken by the school
- CAT4 completed by RTLB indicating the need for a Cognitive Assessment
- Cognitive Assessment should inform student support
- RTLB can forward the Cognitive Assessment appointment email to admin officer who will then process the school's invoice for payment using this as 'evidence'

Other Assessment:

- assessments more than $500 require the school/whanau to contribute 25%
- RTLB need to have completed a dyslexia screener indicating a need for Dyslexia Assessment

Project

- Project funding to be requested on submission of project proposal and detailed breakdown of costs
- Goals of project with supporting pre-data showing reason for project
- How project outcomes will be evaluated and presented
- Invoices to be itemised to fully identify spending

Resource / Programme Purchase

- To support the casework of RTLB
- Quantity of resources supplied are limited (e.g. how many comprehension boxes will a school be able to apply for over what time period?)
- One time purchase of resources - not year on year purchasing of the same resource for school
- Checks are made on previous school resource purchase
- Detailed breakdown of each individual resource/cost
- Linked to a current Tatai through Schoolgate

Teacher PD

- Funding applied for to support RTLB PLD for teachers
- Linked to Tatai
- Agenda for the day attached

Teacher Release

- Applied for at the standard rate of $350.00 per day per teacher
- Can only be applied for teachers that do not have release time (e.g. not released D.P/A.P)
- Teacher release requiring the employment of a reliever
- Teacher release is NOT at the teacher's usual CRT/release time
- RTLB Banking Staffing may be applied for

Teacher Aide

- Teacher Aide request for a maximum of one hour/day of one Term (10 weeks) at a time
- Teacher Aide to be used to support the RTLB intervention to make it sustainable
- Funding for Teacher Aide PD
- The hourly rate for Teacher Aide is populated on Schoolgate

Transition

- Resources that will support the transition process
- Resources to be itemised and cost included
- Applications can be for resources that will support the student once transition process has closed

Transition

Transition between School Settings

Transition support is collaboratively planned and provided for students at critical transition points when informed parental consent is provided, as detailed in RTLB Toolkit.
RTLB should confirm with the school that the student has identified as to whether they are enrolled before arranging visits or sharing information.
Transition referrals need to be submitted by week 8 Term 3 to RTLB to allow time for whakawhanaungatanga.

Schools can make the following types of transition request to RTLB service for support:

- Individual students
- School Transition Systems
- Starting School transitions

<u>Individual Students</u>

- The current school identifies students who need individual transition support
- The school puts a request through with all student details as per normal RTLB referral, identifying Transition in the title
- The request will then be allocated to an RTLB
- The RTLB contacts the school and meets with the SENCO to discuss the key concerns and transition needs of the referred student
- The RTLB then meets with all stakeholders involved to discuss and develop an individual transition plan collaboratively - this is recorded on Schoolgate under the Transition Tab
- The RTLB meets with the new school SENCO/HOD Learning Support and their Liaison RTLB to discuss the transition plan
- The RTLB will work collaboratively with all involved to ensure a smooth transition
- This process will generally start in Term 4 and end in Term 1 of the following year

<u>School Transition Systems</u>

- The school identifies the need for a transition process and refers to RTLB service for support
- The role of the liaison RTLB is to support the SENCO with the setting up of the transition process within the school

Starting School Transitions

- These are available for students who are moving from one setting to another and require support
- These referrals are needs based and may require liaising between previous settings, MOE, current setting and family
- These cases will follow our normal case progression and documents rather than the transition document, identifying Starting School Support in the title
- These will be picked up with urgency once submitted by the school
- Liaisons need to let their PL know as soon as these cases have been submitted

Transitions to Schools Not in the Cluster

- Alert your Practice Leader
- Usual Transition processes are followed
- RTLB meets with the new school to do a handover if local. Virtual/phone call if not local.
- Once the transition document is provided to new school SENCO the case is closed.

Recording Transition on Schoolgate:

If you have an existing case that will need transition:

- You do not need a separate consent form from caregivers for this piece of work - but there does need to be confirmation that whānau want transition support, e.g. RTLB making a phone call or text recorded under contacts explaining they are supporting with transition and confirming that it is still agreed for information to be shared with the new school. (This job is an RTLB job.) If RTLB are unable to make contact with the family, and this is clearly documented, then email your PL for a time to meet and plan way forward
- Consent has to be from the current year, if not please email PL about a way forward
- Include on the Tatai - 'See Transition Plan'
- Do your Transition Plan on the document under the Transition tab on Schoolgate
- For Pre and post data - base this on the normal case work - Post data/case closure equivalent meeting will need to be done before the student goes to their new school and only the Transition Plan Template used for evaluation at their new school.

If you are allocated a case that is purely transition:

- Consent needed

- Use only the transition template under the Transition Tab - No separate Tatai needed
- RTLB completes Pre and Post outcomes data under the Transition Tab - (RTLB to make overall judgment as they are acting as the conduit between settings).

Gateway

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 into 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 inter-agency 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

Guidelines

Social Workers from Oranga Tamariki will request a Gateway Education Profile. This will usually come to the Cluster Manager who will forward it to the Principal, SENCO and Liaison RTLB. When the Gateway Education Profile (including the SDQ form) is completed, it is to be returned to the Cluster Manager who will forward the profile to the Gateway Assessment Co-ordinator - this position is funded through Counties Manukau Health Board.

The four Cluster Managers in the south-south/west area of Auckland attend the Gateway Pediatricians Clinic in rotation (i.e. a Term each), which is held fortnightly.

The most important factor to consider when determining whether RTLB should continue to support children and young people who have had a Gateway Assessment completed (either new to care OR pre- post-FGC) is whether the educational needs of the child or young person are being managed. If the child's school is confident to manage their 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, https://www.mvcot.govt.nz/https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/gateway-assessment-guidelines-2016.pdf

In-Class Support (ICS)

The In-Class Support (ICS) is a Ministry of Education funding initiative, contributing to teacher aide support to facilitate the successful inclusion of students who have on-going learning needs.

RTLB support the MOE local office with the establishment and maintenance of a moderation panel and maintain representation on that panel, alongside MOE and Cluster schools.

The moderation panel work collaboratively to identify students to receive ICS and in the event of additional spaces or funding becoming available.

Liaison RTLB support SENCOs to identify students with the highest learning needs in each school to be put forward for moderation.

Manawanui Cluster 10 usually receives approximately 145 In-Class Support places. When a student receiving ICS moves schools, the funding follows the student. At times there may be additional places depending on MOE Budget.

RTLB are able to work with ICS students, however we will not be providing LSF for additional teacher aide hours.

Continuation of ICS

ICS will continue for those students who:

- enrol in a private school
- access Intensive Wraparound Support (IWS)
- access High and Complex Needs (HCN)
- access High Health Needs (HHN)
- enrol part time at Te Kura

Discontinuation of ICS

ICS will discontinue for those students who:

- are verified on to ORS
- enrol in a special school
- enrol full time at Te Kura
- become home-schooled
- move overseas

Incredible Years Teachers (IYT)

The Incredible Years Teachers Programme is a six month programme currently offered to teachers of children aged three to eight. Teachers attend for one whole day once a month and develop skills that enhance proactive and positive classroom management as well as a model for managing students with behaviour challenges. The programme complements Positive Behaviour for Learning (PB4L).

Guidelines

The Ministry and the Cluster work collaboratively to plan and deliver IYT programmes to meet local needs. RTLB are trained to deliver the IYT Programme and all are working towards accreditation. The IYT Programme is funded as part of the Funding Agreement. Schools are eligible for relief teacher costs to assist cover for the six day programme and course costs are met by the Cluster budget. The Cluster has regularly offered two programmes a year. Schools are invited to nominate interested teachers to register. The Cluster also offers an IYT Course for SENCOs and senior school leaders. New RTLB may attend the IYT programme subject to spaces being available.

Incredible Years Autism Programme for Teachers

Some RTLB are accredited to provide the IYA Programme for Teachers. This programme runs for six half-days and targets Year 1 - 2 teachers who are working with a child on the autism spectrum. Ministry funding is available to support relief teaching and course costs are met by the Cluster. Teacher Aides may also participate in the IYA Programme.

Seasons for Growth (S4G)

The programme:

- Supports young people to understand and manage the issues they experience through change and loss; educates about the grief process; develops skills for coping, problem solving and decision making.

- It helps restore self confidence and self-esteem through planned content that gives students opportunities to talk about and learn ways to cope with emotions
- It is delivered over two terms; there are 8 weekly sessions then 2 monthly re-connectors.
- Sessions are delivered by trained Companions in schools who in turn are mentored by the Cluster Trainer to ensure fidelity.

SECTION 6

PARTNERSHIPS

Te Mahau Learning Support (MOE)

The RTLB Cluster works in collaboration with the Botany office of Learning Support and other sections of the Ministry.

The local Learning Support office is located at Bishop Dunn Place, Botany and the regional office of the Ministry is located in Normanby Road, Mt Eden.

Key relationships include:

- Lead Advisor Learning Support (Wellington)
- Learning Support Manager (Botany)
- Learning Support Service Managers (Botany)
- Senior Advisor Migrant and Refugees BAS (Mt Eden)

The Cluster Manager and Lead Principal meet once a term with the Learning Support Manager.

Practice Leaders and Service Managers meet each Term.

Kahui Ako - Communities of Learning

Kahui Ako are a Ministry of Education initiative which encourages schools to work collaboratively to achieve agreed goals (referred to as Achievement Challenges). Schools are identified by the pathway students take from Years 1-13.

There are four Kahui Ako within the Cluster and one Kahui Ako operates across five RTLB Cluster boundaries. Each Kahui Ako is able to appoint a Lead Principal once it has been approved by the Minister of Education.

The following schools are involved in Kahui Ako:

Kahui Ako	**Papatoetoe West**	**Tangaroa**	**SEHC**	**Papatoetoe**
Lead Principal	Diana Tregoweth Pelu Leaupepetele	Banapa Avatea	Kallie Ngakuru-Syder	Vaughan Couillaute
	Aorere College	Tangaroa College & TPU	SEHC Senior	Papatoetoe High
	Kedgley Int	Ferguson Int	SEHC Middle	Papatoetoe Int
	Papatoetoe North	Flat Bush	SEHC Junior	Wymondley
	Papatoetoe West	Rongomai	Mayfield	Papatoetoe East
	Papatoetoe South			

Three schools in the Cluster belong to the South Auckland Catholic Kahui Ako - Holy Cross School, St Johns and De La Salle College.

Learning Support Co-ordinators (LSC)

Nine LSC have been appointed across schools in the Papatoetoe West Kahui Ako.

Government & Non Government Agencies

(This information has been taken from the agency websites)

Oranga Tamariki - 7 Alfriston Road, Manurewa 0508 326459

Oranga Tamariki—Ministry for Children, is a new Ministry dedicated to supporting any child or young person in New Zealand whose wellbeing is at significant risk of harm now, or in the future. We were formed from Child, Youth and Family, the Children's Action Plan, Community Investment and other parts of the Ministry of Social Development, bringing all these services for children together in one Ministry with a single focus.

(see also Gateway)

Counties Manukau Health - 100 Hospital Road, Otahuhu 2025. 09 2760044

Kidz First

The Kidz First Children's Hospital is purpose built to deliver family centred health care and serve the culturally diverse Counties Manukau community.

Services provided at Kidz First Children's Hospital include:

- Paediatric inpatient surgical care - acute (urgent) and elective (non-urgent) orthopaedic, plastic surgical (including specialist Paediatric Burns Unit) and otorhinolaryngeal (Ear, Nose & Throat) patients also practising family/whanau centred care
- Paediatric inpatient medical care - acute paediatric medical service that practises family/whanau centred care with a parent or caregiver encouraged to stay with their children
- Child protection service - medical assessment, consultation, support, education and liaison with all agencies with regards to child abuse/protection issues.

Taunaki and Te Puawaitanga Child, Family and Youth Mental Health (formerly Counties Manukau Health Taunaki & Te Puawaitanga (Child and Adolescent Mental Health) and Whirinaki) **-** 7 Springs Road, East Tamaki,

09 265 4000, whirinaki@middlemore.co.nz

They help children, young people and their families/whanau experiencing significant behavioural concerns, psychological concerns and emotional distress, when these concerns can no longer be managed by the services within their community. They support young people and families with significant concerns that require urgent help and will assist potential service users to access treatment or support from other providers if needed.

They see children, young people and their families/whanau in a variety of locations to best meet their needs. Young people may be chosen for a particular team depending on where they require support.

How Do We Help?

They offer young people and their families support tailored to their needs. Care plans may include:

Individual Therapy	Dialectical Behaviour Therapy
Family Therapy	Sensory Modulation
Play Therapy	Group Therapy
Cognitive Behaviour Therapy (CBT)	Support for Families and Whanau
Therapeutic StoryTelling Intervention	Medication

Anglican Trust for Women and Children- St Mary's Family Centre, 10 Beatty St, Otahuhu 1062, O9 276 3729 info@atwc.org.nz

ATWC's integrated Family, Early Education and Social Work services and programmes help to protect, nurture and provide opportunities for up to 3000 children, young people and their families across Auckland.

- ATWC's Family Services include Therapy Services and Granger Grove, a residential care parenting programme for mothers and their children.
- ATWC's Early Childhood Education services and programmes include St Mary's Preschool, St George's Preschool and Engaging Priority Families.
- Our integrated Social Work Services take a holistic approach to protecting and nurturing children, young people and their families.
- Youth Social Workers In Secondary Schools - support Year 9 and Year 10 students.

Taikura Trust - 570 Mount Wellington Highway, 09 278 6314, info@taikura.org.nz

They are a not-for-profit organisation and we have been around since 2002. They work with more than 11,000 disabled people and their families throughout Auckland. Our clients are under the age of 65 years. Our NASC service is funded by the Ministry of Health and, like all other NASCs across New Zealand, they refer to guidelines and policies for disability support services set by the Ministry. They provide needs assessment and service coordination (NASC) in the greater Auckland region – from Mercer to Wellsford. They will find out if you are eligible to receive Ministry of Health disability support and services and make sure your disability needs are met throughout your life.

TYLA - 121 Bairds Road, Otara, 09 271 6098, admin@tyla.org.nz
TYLA works within local communities in New Zealand to deliver tailor-made programmes that help inspire at-risk youth to turn their lives around.

The TYLA Youth Development Trust was established in 1996 to identify a better means of reducing the number of young offenders in New Zealand and providing support and choices to the young people at risk of offending.

Our ambition is to identify at-risk youth, who are on a pathway to crime, and to intervene before their wayward journeys take them too far. TYLA currently has two programmes in place: Otara and Auckland Central West.

The TYLA Trust, in conjunction with the Government, local community and New Zealand Police, is now looking to expand its programmes into more communities.

STRIVE - 294 and 366 Massey Road (09 270 0525 / 254 4280) www.strive.org.nz
STRIVE Community Trust is recognised by government as a “High Trust Provider” of quality social service programmes and is contracted by the Ministry of Social Development, Ministry of Youth Development, Family and Community Services and the Tertiary Education Commission to provide integrated services and programmes that provide realistic options and practical support for families. STRIVE programmes strengthen the existing supports in families and the community by engaging in inter-agency partnerships to maximise outcomes and offer clients key social services that encourage total wellbeing of all family members in the areas of:

- Financial management
- Physical, mental and spiritual health
- Whanau support
- Health Promotion

- Youth Development
- Employment
- Transition emergency housing

Dingwall Trust - 8 Dingwall Place Papatoetoe 2025, 09 278 2699, info@dingwall.co.nz

Dingwall Trust provides a range of services that supports children and young people in need of care. At the heart of all our programmes is the belief that children and young people deserve safe, nurturing and respectful care in order to achieve their highest potential.

Residential Care

Dingwall Trust caters for children and young people up to 17 years of age, who are in need of care and protection away from home.

We provide a home for these children and young people in family-style living, with live-in caregivers and support staff.

Care to independence

The Care to Independence service offers mobile, community based support to young people transitioning from care to independent living, across the Auckland area. This service is youth-led and provides support and advice.

Education Development Programme

Dingwall Trust provides scholarships to enhance the educational opportunities of young people who are, or have been in, foster care.

SECTION 7

REPORTING

Ministry Of Education

Reporting to the Ministry

Ministry of Education reporting requirements are set out in the Funding Agreement.

The Ministry receives three different written reports from the Cluster. In addition, on the first Friday of each Term the Ministry draws down data from the Schoolgate database. This data is then analysed and returned to the Cluster in the form of an errors report, with the errors needing to be resolved within seven days.

The Ministry requires the Cluster's annual report, strategic plan and annual plan by 1 March.

The Ministry requires the Cluster's audited financial accounts to be submitted by 31 May.

The Ministry requires Risks/celebrations log to be submitted in term 1 and 3, using appropriate template.

Board of Trustees

Reporting to the Ministry

All Ministry reports are presented to the Board for approval.

The Cluster also reports and attends Board meetings once a Term - refer Cluster calendar for dates. The months for reporting are February, May, September and December.

All reports are circulated to RTLB either in summary or in full.

A summary of the Annual Report is circulated to Principals in the Term 1 newsletter.

Board of Trustees

The Board of Trustees is a Ministry appointed board under Section 95 of the Education Act. The school has an alternative constitution which is made up of a combination of parent representatives and Ministry of Education appointments. The Principal and staff representative are also members of the Board.

Barbara Ferregel is Secretary to the Board - barbaraf@papint.school.nz

SECTION 8

MISCELLANEOUS

Acronyms

Acronym	*Meaning*
ATWC	Anglican Trust for Women and Children
BAS	Bilingual Assessment Service
CoLs Kahui Ako	Community of Learning
FGC	Family Group Conference
ICS	In Class Support
IRF	Interim Response Fund
IYT / IYP	Incredible Years for Teachers/Incredible Years for Parents
IWS	Intensive Wraparound Service
LSF	Learning Support Fund
MoE LS	Ministry of Education (Learning Support)
MoH	Ministry of Health
MSD	Ministry of Social Development
ORS	On-going Resourcing Scheme
Oranga Tamariki	Child Youth and Family
PB4L	Positive Behaviour for Learning
PHN	Public Health Nurse
RT.Lit	Resource Teachers of Literacy
SENCO	Special Educational Needs Coordinator
SLT	Speech Language Therapist
SWIS	Social Worker in Schools
TYLA	Turn Your Life Around program
UBRS	Understanding Behaviour Responding Safely
URF	Urgent Response Fund

Communication

All communications are subject to the Official Information Act.

Any content that goes into the public domain becomes discoverable and reproducible, therefore we follow a process to keep everyone safe whereby content is reviewed.

All newsletters and video clips need to be approved by CM

If you are presenting workshops, please talk through the content of your presentation with the PL

Cell phone: The message on the voicemail may often tell the caller something about the RTLB - have someone peer review the voicemail message; return voicemail messages within 24 hours; avoid work related calls after 8.00pm.

Emails: maintain a positive tone; tend to formality rather than being informal.

- There should be no spaces before commas, full stops, exclamation, question marks, colons and semicolons
- Sentences should begin with a capital letter
- There should be a space after a full stop before the capital letter
- Use spell check

Respond to emails within 24 hours. Never send an email which may cause offence - check with your PL if you need support crafting a response. All emails should have your standard RTLB signature. Sending of emails should be restricted to the hours of 7.00am - 6.00pm on weekdays.

Texts: Some parents prefer to read and respond to text messages. RTLB must not text students without parent permission.

Letters: Use Cluster 10 letterhead for all work related correspondence; use the same principles which apply to emails; have the draft reviewed by your PL; have the Administration Support Officer format and check.

Cluster Manager's Newsletter: published each Term in week 8.

Other newsletters, eg. IY, Pasifika, must be approved by the Cluster Manager.

RTLB Well Being

Well being in the workplace means you are engaged, motivated, productive and successful which links directly to your employer having happier staff and a positive workplace culture. Everyone benefits from a more vibrant work environment, opportunities for development and improved performance. (Source: EAP)

Social Team

The Cluster has a Social Team which is essentially responsible for arranging events to promote the well being of RTLB. All RTLB can be part of the Social Team.

Gifts

From time to time RTLB may be given gifts by parents, teachers, schools for the work they do in support of students and teachers. The Code of Conduct for employees of the Board of Trustees of Papatoetoe Intermediate School outlines the policy and procedures you should follow if you receive a gift or an offer of a gift. Any Gift over the value of $35 needs to be disclosed to the Cluster Manager.

Gifts for Speakers and Guests

All gifts need to be purchased through the cluster (Cluster Manager or Administration Support Officer). Auditing requirements around gifts are rigorous. Manawanui provides a token of appreciation to speakers which is usually $30. Amounts in excess of this need to be cleared by the Cluster Manager.

Staff Functions

Morning tea - Coffee and tea is provided. Fruit (via Fruit in Schools project) is delivered weekly to Hubs

Christmas function - the annual Christmas function is subsidised each year.

Staff farewells - RTLB who are leaving may be farewelled with a shared morning tea. RTLB who are leaving permanently are eligible for an amount of $10.00 per annum towards a leaving gift.

Staff Bereavements (Immediate family) : $50 is spent to acknowledge loss.

Employee Assistance Programme (EAP) www.eapservices.org.nz

EAP is a professional and confidential service paid for by your employer. It is to assist you if you are experiencing any personal or work related difficulties. This service is provided by an independent company, EAP Services Limited, and their Professionals are all qualified, registered and highly experienced EAP specialists.

You can talk to an experienced Professional about any number of concerns including (but not limited to):

- Feelings of anxiety, stress or depression
- Family challenges, relationship issues
- Parenting problems, elder care support
- Conflict and tension with colleagues, managers, partners
- Pressures placed on you in the workplace or personal situations
- Coping with serious illness, trauma, grief or bereavement
- Building resilience during times of change and uncertainty
- Preparing for retirement or redundancy
- Frustrations and confusion over your career direction
- Living with addictions and minimising their impact on your life
- Addressing financial matters or personal legal concerns

EAP Services is completely independent of your organisation and no identifying information about you will be released without your written consent.

Discuss with the RTLB Cluster Manager or the Lead Principal. You will receive an email from EAP giving details of contact numbers to arrange a confidential meeting.

NZEI

The New Zealand Educational Institute (NZEI, Te Riu Roa) is the largest education trade union in New Zealand. NZEI Te Riu Roa members work in every community in New Zealand, leading and advocating for quality public education.

The Collective Agreement (CA) covers the work that you will undertake and applies to employees who are or become members of the NZEI. If you are already a member of NZEI, the CA applies to you. If you are not a member of NZEI, you have the option of joining the union and being directly

covered by the terms and conditions of the CA. If you wish to join the union, you should contact the NZEI directly. Joining this union is your choice. If you choose to join the union, the CA will apply directly to you as long as you remain a union member.

For more information, visit the NZEI Website - www.nzei.org.nz