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CLUSTER 8

Resource Teachers of Learning & Behaviour

Cluster 8 Manager's Report (Term 2, 2020)

It is my pleasure to present the Ngā Manu Āwhina report covering:

- **RTL B Staffing**
- **Professional Learning and Development**
- **Cluster Initiatives**
- **The Cluster 8 RTL B service in Alert Levels**
- **Learning Support Delivery**
- **Cluster 8 Requests for Support and Outcomes**
- **Learning Support Fund**
- **Other Matters**

RTL B Team and Staffing

Royal Oak Primary Office Base	Orakei Primary Office Base	Tamaki College Office Base
Michael White	Claire Murphy	Georgia Jensen-Procter
Angelee Morrow	Michelle Grey Lamont .6	Julie Nugent
Jill Watson	Sue Cameron	Chris Bush
Jan Whitham .6	Pat Clemo .6	Kimberly White
Kathy Reed .6	Lil Reynecke	Jo Turner .6
Margaret Muir .6	Christine Holland	Dianne Ley
Maree Stenberg	Sandiyao Sebastian	Michele Hucker
Rebecca Robinson	David Blazey	Robert Rasmussen
Tracey Richardson	Druinie Perera	Vaughan Spurdle
Titania McKenzie (on leave)		
Delia Howard (on leave)		
Based at Royal Oak Primary	Specialists	
Barbara Hannant PL	Ann Keesing (SLT).4	
Anne Roborgh PL	Miriam Kauders (RTL B/Ed Psych) .4	Resource Assistant
Catherine Alpe PL	Jean Parkinson (Counsellor).2	Louis Gruebner
Roseanne Gibson Manager	Delia Fourie (Counsellor).2	
	Kim Walker (Art Therapist/Counsellor).2	

1 Manager, 3 Practice Leaders (PLs), 28 RTL B and 5 Specialists.

Cluster 8 is made up of Lead School Principal Megan Clotworthy, 1 Manager, 3 FTE Practice Leaders, 27 FTE RTLB positions (currently 28 RTLB), 5 Specialists and a resource assistant. The RTLB are grouped into 3 office bases: Orakei, Tamaki and Royal Oak. Staffing changes:-

- Jake Taplin has resigned effective 19 July 2020 to pursue opportunities in the corporate world.
- Anne Roborgh has resigned her Practice Leader position effective 19 July 2020 but will continue in a fixed term position as a Learning Support Delivery Model RTLB transition leader and partner able to support MoE, LSCs, Kāhui Ako and schools.
- Delia Howard: personal unpaid leave 1.3.20 to 31.8.20 but returned to support the team .2 in specialist counsellor capacity during COVID Alert Levels.
- Titania McKenzie: study award leave 24.2.20 to 15.11.20.
- Rebecca Robinson will be on sabbatical leave in term 3.

Professional Learning and Development

Kete Mātauranga Māori Resource

The Cluster 8 cultural team have developed a new resource: [Kete Mātauranga Māori](#) . This kete provides knowledge and learning to support our Roopu and build our capacity within Te Kura Kaupapa. It includes information related to pepeha, tikanga, whakatauki, karakia, pronunciation, wellbeing, Kaupapa Māori etc and is in a PowerPoint format.



Learning and Networking Workshops

The focus of the SENCo Meetings in 2020 has changed to include new LSC colleagues, Kāhui Ako across and in school teachers, other specialist and school staff and RTLBs. This is a series of learning and networking workshop days: -

- Term 1: Incredible Years
- Term 2: Wellbeing Focus (28 & 29 May)
- Term 3: Behaviour Focus (13th August)
- Term 4: Learning Focus (5th November)

In term two, the Ngā Manu Āwhina RTLB Cluster 8 first on-line Wellbeing Day of workshops and tips to assist schools with their wellbeing journey was held. The Wellbeing Day was scheduled over 2 mornings on the 28 & 29 May (8.45am till 12.30pm) to support e-wellbeing and avoid zoom and screen fatigue. The event was open to all our Cluster 8 school community: Principals, DPs, APs, SENCos, LSCs, Kāhui Ako across and in school teachers, MoE LS, other specialist and school staff. The keynote speaker was Dr Lucy Hone from the *New Zealand Institute of Wellbeing and Resilience*. Her session was on *Building Whole School Wellbeing: Lessons Learned from Research and Practice*. RTLB Jan Whitham from *Cluster 8 who is the only NZ Bounce Back Trainer and Representative* presented a session on *Bounce Back*: a resilience development programme developed by Drs Toni Noble and Helen McGrath that uses a positive education approach to wellbeing, resilience and social-emotional learning. Our RTLB specialist counsellor Jean Parkinson discussed *Childhood Anxiety and Trauma*. We were also honoured to have contributions from teachers about their learning journeys

into what works for their own and children's wellbeing. Additionally, there was a poster and resource [e-noticeboard](#) and sessions to showcase the wellbeing work and programmes of Cluster 8 schools and RTLBs.

Cluster 8 Pop-up Workshops Term 2

Scheduled cluster professional learning opportunities, systemic behaviour, projects and meetings have continued using online technology and/or live streaming. Cluster 8 RTLB created and presented interesting workshops in the new digital environment offering online pop-up workshops on a range of topics and based on areas of interest, expertise and passion (in conjunction with our strategic plan and needs analysis). The cluster uptake of these has been huge. Thirteen on-line RTLB pop up workshops have been offered this term with registrations coming from 176 educators in total, including: SENCOs, Learning Support Coordinators, Teachers and Teacher aides from thirty-three primary, intermediate and secondary schools across our cluster. These pop-up workshops have included:

- Multisensory Approaches (also repeated through popular demand)
- Let's Play: Play-Based Learning
- Staying Connected
- Learning Outside the Lines
- Supporting Children with Their Feelings
- Autism Part 1 and Part 2
- Understanding Behaviour
- Phonological Awareness

Selected Current Initiatives

Incredible Years Teacher IYT

In term 3 and 4 there will be further IYT sessions as a follow on to the February IYT sessions where Cluster 8 IY Leader Sue Cameron and Claire Murphy delivered weekly Incredible Years sessions to SENCOs, Senior Leadership and Principals within the cluster to show the principles behind the programme and what their teachers are exposed to during the sessions, discussion, reflections, vignettes, group work, role plays etc. and the home work required from session to session. One programme this year for teachers was deferred after the second session due to COVID restrictions. This programme will now continue in Term 3, 2020. This year six RTLB were to complete the training to deliver the IYT programme but the training has also been postponed, which may disrupt the delivery of the programme for the remainder of 2020.

Feuerstein Instrumental Enrichment **FIE**

RTLB Sandi Sebastian's has had a journal article published: Implementation of Programme in a Primary School in New Zealand. Journal of Cognitive Education and Psychology, Vol. 19, Number 1, 2020.

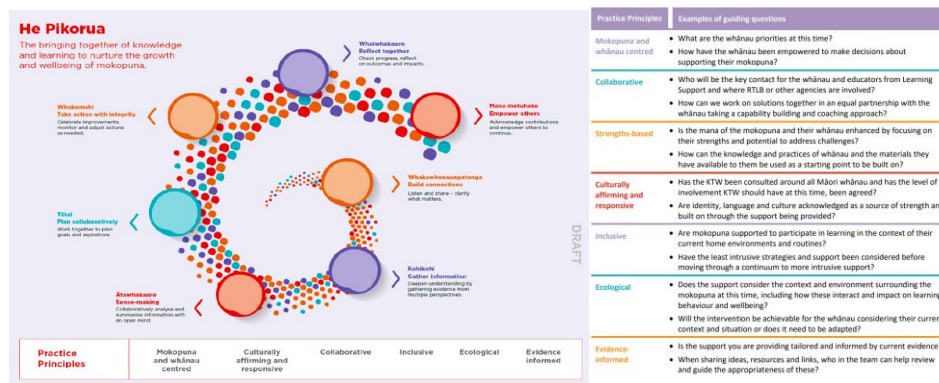
A pamphlet on Mediated Learning Experience has been developed and distributed to all schools in Cluster 8.



Our RTLB service has continued to use a multi-tiered system of support (MTSS) incorporating tiered support (RTI) as a framework to provide service and support. The MTSS framework has provided an umbrella for our RTLB support during all alert levels.



RTLB have continued to work towards implementing He Pikorua as an integrated practice framework that guides our RTLB practitioners and leaders in their way of working. The template was used to support decision making and guide conversations during this period of working differently in response to Alert Levels.



Ngā Manu Āwhina RTLB have remained connected, innovative and responsive to ensure the best service is provided to our learning communities. As such we have continued to support, collaborate with and provide service and resources to students, teachers, agencies and whanau through phone calls and a range of online learning and collaborative meeting technologies. Our RTLB were proactive before March 25th to ensure that they could provide remote support to students, whanau and schools during the lockdown period. RTLB have contacted and worked with whanau, teachers, agencies, SENCos and students on their caseloads. In addition, our RTLB offered support to whanau and teachers of past RTLB cases and those cases waiting allocation. Our team also worked alongside Oranga Tamariki, SWIS and community organisations to ensure support was provided to our vulnerable communities. Ngā Manu Āwhina as a team have had regular online daily check ins, meetings, communities of practice, supervision, team building activities and sharing of resources and links. Scheduled professional learning opportunities and meetings continued using online technology and/or live streaming.

‘Connect’ to Support and Expertise and Resources

During the Covid-19 crisis our [Cluster 8 website](#) became a clearing house for resources and supports as parents moved to home learning and navigated changes. RTLBs located helpful resources and links for managing children’s anxiety and stress adding these to the [For our Parents](#) section and a [Home Learning Resources and Links](#) page was started. The [Wellbeing Connect](#) page was updated with links for working with children and

young people to maintain their wellbeing during times of change. Web resources and support materials were continually reviewed, updated and sifted so that parents and teachers could easily access beneficial resources without having to go through web searches. Specialist areas and key RTLB contacts in the many communities and projects that are on offer were added to and updated regularly in the [Connect pages](#) with our Cluster 8 school community able to connect easily with RTLB through the website.

E-Learning and Behaviour Support

RTLB loan contracts were quickly changed prior to lockdown, so that students currently using RTLB supplied IT were able to take these home. Individualised learning materials and packs were put together for those students who did not have access to Wi-Fi or when this was more appropriate. Triple P parenting support programmes were funded to support parents. Additional counselling, psychological and therapeutic support was made available for students on the caseload with our RTLB specialist counsellors preparing and distributing take home therapeutic packs.

Online Learning Programs and Assistive Technology

The RTLB Assistive Tech Team collaborated with MoE Assistive Tech Manager Lorraine Millar to present a workshop with 35 attending on how to make *Assistive Technology Applications* and how RTLB can support the process. There are RTLB in each office hub who can assist schools by peer reviewing assistive technology applications. From this workshop a need was expressed to know more about the Auditory Processing Disorder Assistive Tech Process. A workshop has been set up for this for Term 3.

A range of targeted individualised **online learning programmes, licences and support** have been made available and rolled out to students on RTLB caseloads and other students who would benefit (identified by schools and parents). RTLB Margaret Muir has led this initiative and provided training for educators using the programmes. Licences and support have been offered to:

1. Students on RTLB case loads
2. Siblings of students on RTLB case loads
3. RTLB closed cases and their siblings
4. Students on waitlists
5. Students whose parents were essential workers and couldn't monitor the student's learning themselves
6. Students on IEPs
7. Other students in classes where RTLB may have had students using the programs.

SENCOs, LSCs, teachers and teacher aides have been given access on our cluster system to manage or co-manage students on the programmes. The programmes and number of licenses are:

- Lexia Core 5 and Power Up (Literacy Program) 149 Students 10 educators
- Symphony Math 104 students 8 Educators
- Reading Plus: This program is for Intermediate and Secondary Students. 20 licenses provided

Further training in the programmes is available if required and the cluster is able to fund and accommodate more students on the programmes if schools have additional students who would benefit and/or may have fallen behind during lockdown. Grateful thanks to iTechnz who have been incredibly generous in their support of our Cluster 8 in both licence provision and time.

Gateway Support

Our team of RTLBs responsible for Gateway have been supporting our schools and our most vulnerable learners during lockdown and subsequent alert levels, working in partnership with Oranga Tamariki (OT) offices and social workers. In this way the wellbeing and plans for our most vulnerable learners were able to be monitored and interventions continued. A detailed report of this work shows not only the high calibre of work but also the huge volume and intensity of this very important work completed by these RTLB over this time.

The Cluster 8 RTLB service in Alert Level 1 & 2

Cluster 8 RTLB have continued to provide a professional, innovative, highly skilled and collaborative RTLB service mindful that over these levels, schools are focused firmly on wellbeing and learning, reconnecting and supporting teachers and students as everyone transitions from the higher alert levels.

Initially, as schools reopened, feedback from a number of our schools suggested that they just wanted to let teachers and children settle back in and wished to keep their school environment tight with no outside individuals, agencies or support coming in whilst they monitor the environment, student and staff wellbeing with the restrictions eased. Hence RTLB have ensured they were not intrusive but available and responsive to what worked for particular schools and individuals. Also, mindful that many teachers and parents have had an overload of information, requirements and support.

A safe environment was paramount, and in Alert Level 2 and 1, the RTLB service adapted their practice remaining flexible and responsive to continue to provide the best RTLB service and support. At Alert Level 2 the government highlighted we should 'play it safe'. As RTLB work across 51 schools, our RTLB service in alert level 2 was set up to minimise risk and transmission across multiple schools, agencies and settings, and to facilitate contact tracing if an outbreak occurred in any of our schools. In alert level 2 when schools requested face to face meetings, individual RTLB worked face to face in only two schools each and continued as a team and hub to e-meet, rostering on visits to our hubs.

Now as we again embrace business as usual in Alert Level 1, RTLB are further exploring and inquiring into service delivery adapted during COVID alert levels and any innovations that we want to capture, continue and/or build on, such as remote work.

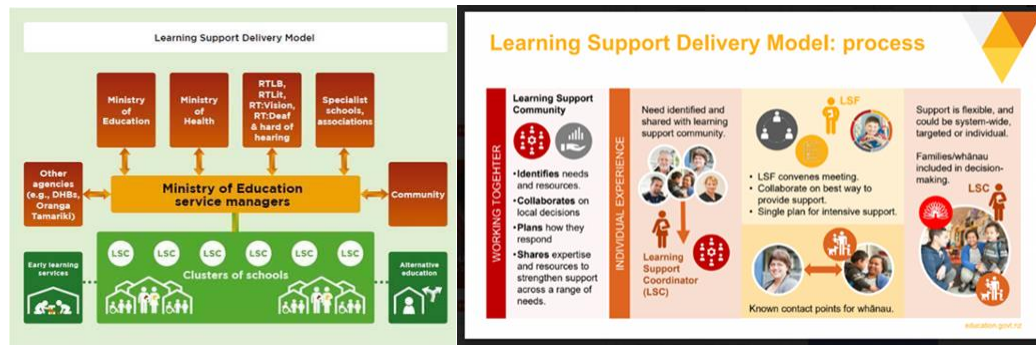
Learning Support Delivery

Cluster 8 RTLB continue to work with MoE Learning Support to support the new Model of Learning Support Delivery and to work with schools and school communities to implement this approach. The RTLB Manager and MoE Learning Support Manager, and the RTLB Practice Leaders and MoELS Service Managers meet termly.

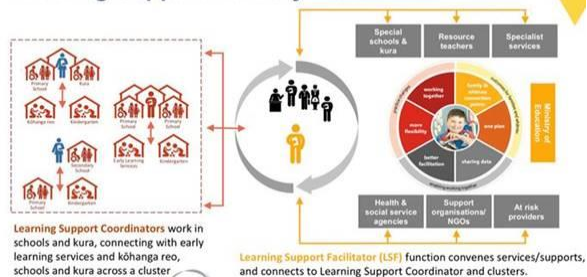
With the National MoE Learning Support Delivery Model, LSCs and Kāhui Ako Standardised Learning Support Register at the beginning stage of implementation, a Kāhui Ako pilot and staged school transition to the new LSDM is underway in order to position our RTLB service in accordance with the Ministry Learning Support Delivery Model and support the implementation of the model with integrity and rigour. RTLB will be continuing the many Cluster 8 RTLB initiatives available to all the 51 schools in our cluster, such as:

- Multi-tiered system of support framework inclusive of the Response to Intervention framework.
- All RTLB and a range of specialist support and resources can be accessed through the Cluster 8 RTLB website <https://www.rtlbcluster8.ac.nz/>.
- The RTLB key liaison role will continue with one small change so that the focus of discussions is on tiered support and active one plan casework rather than referrals.

- Implementing He Pikorua as a one plan integrated practice framework.
- Providing high quality professional learning opportunities tailored to our cluster's needs.



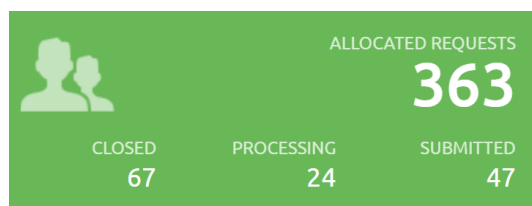
Learning Support Delivery Model



During this transition phase we have also set up additional supports:

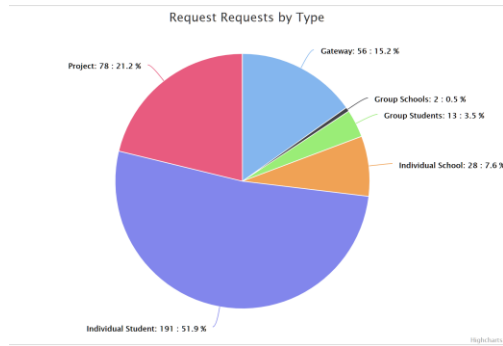
- RTLB leader Anne Roborgh is available as a LSDM transition partner able to support MoE, LSCs, Kāhui Ako and schools.
- The Practice Leaders are available to support schools in identifying and responding to need using a tiered response to intervention (RTI) support approach.
- RTLB will from the start of term 3 be offering a three weekly *Collaboration and Support Drop In* afternoon so that SENCOs, teachers and LSCs are able to access and share expertise, specialist knowledge, tiered projects, support and guidance.
- Schools, teachers, SENCOs and LSCs are able to access and contract for mentoring, coaching and/or supervision support through our RTLB service.

2020 Request for Support R4S and Outcomes to 1.4.2020 and 18.6.2020

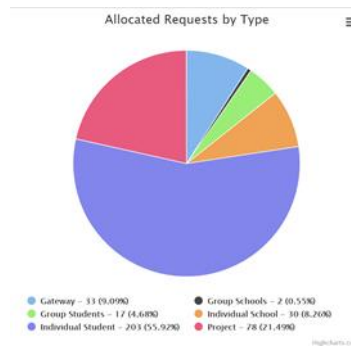


Term 2: Allocated R4S to 18.6.2020: 203 individual Students, 78 Projects, 33 Gateway, 2 Gps of Schools, 17 Gps of Students, 30 Individual Schools = 363 Allocated R4S

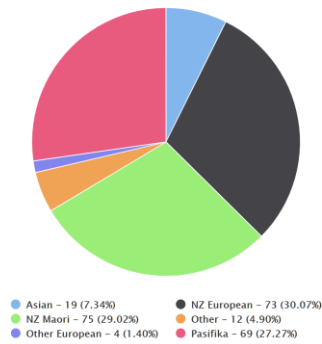
Allocated R4S: Term 1



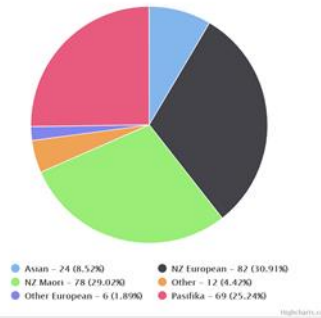
Term 2



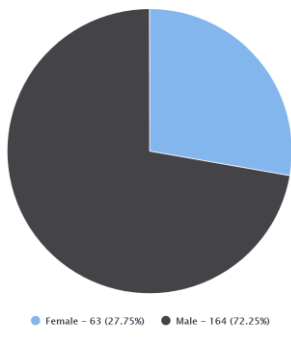
Allocated Requests by Ethnicity



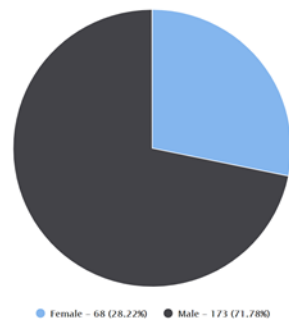
Allocated Requests by Ethnicity



Allocated Requests by Gender



Allocated Requests by Gender



2020 Average Student Outcomes to 1.4.2020 Term 1 and to 18.6.2020 Term 2

Term 1

Managing self - Rangaratanga:	Pre 2	Post 6
Relating to others - Manaakitanga:	Pre 3	Post 6
Participating - Tataritanga:	Pre 3	Post 7
Learning Achievement - Whaiwhitanga (Thinking - Using language, symbols & texts):	Pre 3	Post 6
Student Achievement - Overall:	Pre 2.8	Post 6.3
Teacher Perception:	Pre 3	Post 7
Home/School Partnership:	Pre 5	Post 7
Strength of Evidence:		Post 8
Practice Sequence Fidelity:		Post 9

Term 2

Managing self - Rangaratanga:	Pre 3	Post 6
Relating to others - Manaakitanga:	Pre 4	Post 6
Participating - Tataritanga:	Pre 4	Post 6
Learning Achievement - Whaiwhitanga (Thinking - Using language, symbols & texts):	Pre 2	Post 5
Student Achievement - Overall:	Pre 3.3	Post 5.8
Teacher Perception:	Pre 4	Post 7
Home/School Partnership:	Pre 6	Post 7
Strength of Evidence:		Post 9
Practice Sequence Fidelity:		Post 9

Learning Support Fund (LSF) “supports interventions developed collaboratively with RTLB, targeting students in Years 0-10. It must be used equitably and can be used innovatively.” Learning Support Funding (LSF) received for 2020 is \$193,264 (GST excl). As of 31 May 2020, approximately \$61,826 has been allocated to support students, projects and to employ our specialists. Learning Support Funding applications are within the context of current active referrals (individual, group, project etc.) and the practice sequence. A range of support and/or resources can be applied for dependent on the case/project needs, analysis, goals and plan (if these services/resources are not available from any other source). The specialist support available through RTLB learning support continues to be highly valued as there is opportunity as part of the intervention plan to request specialist support such as:

- Educational Psychologist
- Speech Language Therapist
- Counsellors

Other Matters: