



Royal Oak Primary School,
 Chandler Ave
 Royal Oak,
 Auckland 1023
 New Zealand
 Ph: 09 624 2800 Extn 817
 Mob: 021966199
 Email: manager@rtlcluster8.ac.nz

CLUSTER 8

Resource Teachers of Learning & Behaviour

Cluster 8 Manager's Report (Term 1, 2020)

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

- **RTLB Staffing**
- **Strategic Goals**
- **Cluster Community of Practice**
- **Professional Learning and Development**
- **Ngā Manu Āwhina Cluster 8 Workshops**
- **Cluster Initiatives**
- **Online Support and Remote Procedures**
- **Learning Support Delivery**
- **Cluster 8 Requests for Support and Outcomes**
- **Learning Support Fund**
- **Other Matters**

RTLB Team and Staffing

Royal Oak Primary Office Base	Orakei Primary Office Base	Tamaki College Office Base
Michael White	Claire Murphy	Georgia Jensen-Procter
Delia Howard	Michelle Grey Lamont .6	Julie Nugent
Jill Watson	Sue Cameron	Chris Bush
Jan Whitham .6	Pat Clemo	Kimberly White
Kathy Reed .8	Lil Reynecke	Jo Turner .6
Margaret Muir .6	Christine Holland	Dianne Ley
Maree Stenberg	Sandiyao Sebastian	Michele Hucker
Titania McKenzie	David Blazey	Robert Rasmussen
Tracey Richardson		Vaughan Spurdle
Rebecca Robinson		
Angelee Morrow		
Based at Royal Oak Primary		
Barbara Hannant PL	Specialists	
Anne Roborgh PL	Ann Keesing (SLT).4	Resource Assistant
Catherine Alpe PL	Miriam Kauders (RTLB/Ed Psych) .4	Louis Gruebner
Roseanne Gibson Manager	Jean Parkinson (Counsellor).4	

1 Manager, 3 Practice Leaders (PLs), 28 RTLB and 3 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), 3 Specialists and a resource assistant. The RTLB are grouped into 3 office bases, Orakei, Tamaki, Royal Oak. The RTLB in each office base are responsible for providing service to designated schools and Kāhui Ako however depending on workload, RTLB with specific required expertise are able to work across the cluster. Project and case work are 'needs driven' and based on requests for support (R4S) received, presented and discussed at a learning support facilitation meeting and office-based review and intake meetings. Staffing changes:-

- Anne Roborgh is currently on sick leave with a medical certificate from 3.2.20 to 9.4.20
- Jake Taplin: term 1 and 2 personal unpaid leave
- Delia Howard: personal unpaid leave 1.3.20 to 31.8.20 but returning to support the team .2 in specialist counsellor capacity
- Titania McKenzie: study award leave 24.2.20 to 15.11.20
- Druinie Perera returning fixed term 11.5.20 to 25.9. 20

Cluster 8 Strategic Goals 2020

This is the second year of the Cluster 8 RTLB 3-year strategic plan using the National RTLB Strategic Plan as a framework and incorporating the Think Tank's suggestions, the Cluster 8 RTLB Inquiry, elements of the Learning Support Action Plan and Delivery Model. The Strategic Plan includes implementation of the new Learning Support Approach inclusive of the six elements. The main influences at national and cluster level have been identified and analysed in association with our annual review and mapping of tiered support across the cluster. In order to achieve our vision and overarching goal of raised student achievement there are five critical success factors for the service:

- Student Success
- Capability
- Leadership
- Partnerships
- Resourcing

Cluster Community of Practice

The Cluster 8 website <https://www.rtlbcluster8.ac.nz/> provides information and showcases what the cluster and RTLB can offer in individual and systemic support, and professional development to our cluster also providing the opportunity to connect with RTLB lead practitioners. The website makes this support and expertise easily accessible for our cluster community including parents, teachers, paraprofessionals and agencies. The Cluster 8 website provides access to a range of resources, a key contact person for specific support (for e.g., ASD, dyslexia etc) and the opportunity for MoE, RTLB and our cluster's teachers to engage in a community of practice in areas of expertise and interest including the below.

Cluster Project Initiatives and Project Leaders

- | | |
|--|--------------------------------|
| • Incredible Years | Sue Cameron |
| • School wide Positive Behaviour for Learning | Jo Turner |
| • Early Intervention | Claire Murphy |
| • Well-being | Catherine Alpe and Jan Whitham |
| • Vulnerable Children/Child Protection/Complex Needs | Anne Roborgh |

- Inclusive Practices
- Pasifika
- Assessment
- Gateway
- Secondary
- Assistive Technology
- Teacher Aide Professional Development

Christine Holland and Claire Murphy
 Robert Rasmussen and Barbara Hannant
 Catherine Alpe and Barbara Hannant
 Chris Bush
 Lil Reynecke
 Margaret Muir
 Catherine A; Barbara H

RTL B with Additional Responsibilities

1. Mentors: Jan Whitham; Maree Stenberg; Christine Holland/ Claire Murphy; Dianne Ley
2. Hub Cultural Support: Michael White; David Blazey; Kimberly White; Robert Rasmussen
3. Psychological Practice, Supervision and Assessment: Barbara Hannant
4. I.T. Leadership and Support Team: Margaret Muir; Vaughan Spurdle; Claire Murphy; Barbara Hannant
5. Systemic Learning- Support Tiers: Barbara Hannant
6. Online referral system: Catherine Alpe, Barbara Hannant
7. Website and e Portfolios: Catherine Alpe
8. Organisation Manual Editor: Claire Murphy
9. Meraki: Ange Morrow
10. Team Resource Management Systems: Catherine Alpe
11. NZEI Rep: Claire Murphy

Go To RTL B

RTL B with specific expertise have been designated as 'Go To' people able to be accessed by cluster schools and RTL B for additional support.

Ngā Manu Āwhina Kaumātua	Michael White
Maori	Michael White, Chris Bush, David Blazey, Kimberly White
Pasifika	Robert Rasmussen; Barbara Hannant
Samoan Support	Robert Rasmussen
Bilingual Assessment	Georgia Jensen-Procter
Complex Needs	Anne Roborgh, Chris Bush, Sue Cameron, Kathy Reed, Kimberly White
Gateway Mentor	Chris Bush
Intensive Wrap Around Service	Chris Bush
CYFs Professional Review Panel	Chris Bush; Kathy Reed
Variety the Children's Charity	Chris Bush
Restorative Practice	Georgia Jensen-Procter; Barbara Hannant
ORS	Georgia Jensen-Procter
Behaviour and SWPB4L . Neuroleader	Jo Turner
Autism Spectrum Disorder	Margaret Muir;
RTL B IT Support & Professional Development	Margaret Muir; Barbara Hannant
On-line Referrals/Database	Catherine Alpe; Barbara Hannant
Multidisciplinary Agency Liaison	Anne Roborgh
Assistive Technology Application Support and Peer Reviews	Margaret Muir; Claire Murphy; Barbara Hannant; Kathy Reed; Robert Rasmussen; Christine Holland
Safe Crisis Management	Titania McKenzie; Jo Turner
UBRS	Jo Turner
Feuerstein	Sandiyao Sebastian; Georgia Jensen- Procter
Pre-Literacy and Numeracy Skills	Lil Reynecke
Special Assessment Conditions	Sandi Sebastian; Georgia Jensen-Procter; Catherine Alpe
Phonological Awareness Programme	Margaret Muir; Barbara Hannant
Glasser and SEL -Social Emotional Learning	Jan Whitham

All projects leaders and 'Go To's' are expected to maintain a Connect Page on the Cluster 8 website and a OneDrive folder on their project and/or 'Go To' area with relevant documentation, research and meeting agendas/minutes. All project leaders and 'Go To' are expected to have a proposal for the year loaded into their one drive folder that states what they want to achieve in the year through their project or 'Go To' role, proposed scope of the project and/or role, work and PD and how that links to our strategic plan. An end of term and year report of work completed and undertaken is required to be uploaded into the folder.

Professional Learning and Development

The year started with the RTLB coming together for a team task, *Connecting to Our Place*.

TEAM TASK: OUR PLACE

"Connecting to our place"

- Visit** (by car) to at least 6 places (choose 2 from each of the three lists below or make your own choice of significant ones)
 - Orakei** points on Tamaki Drive; Roston Point; Orakei Domain; Takaparaua Regional Park; Orakei Basin; Parnell; Auckland Domain; Mt Hobson; Stonefields.
 - Tamaki** Mangere/Mt Wellington; Tamaki River; Dunkirk Road Domain; Parnmore Basin; Parnmore Village; St Helens; Takana Torea Nature Reserve; Glen Innes Village/ Te Oro; Churchill Park; Van Damm's Lagoon; Ruapōhaka.
 - RDPs** Māungakieki/ One Tree Hill/Cornwall Park; Oeranga Bay Reserve; Mangere Mountain; Ambury Park; Te Para Marao; Monte Cecilia; Mt Smart; Sylvia Park; Ellerslie Racecourse; Hillside Park.
- Discuss**
 - the meaning of the name/s
 - the uses of the area (past and present)
 - links/themes for our work
- Find**
 - an artefact, taonga/treasure from the area
- Design and make**
 - a flag for our cluster using one or more of the themes from your discussion about the places you visited (see example 'Shin' on the right on the theme of Aotearoa)
- Return to RDP's meeting room by 3pm** to show/plan your flag and taonga. Refreshments will be provided. Competition for most colourful, most imaginative, most comprehensive, most expressive, most deeply significant, etc.

Sample flag ideas...

Two RTLB only days followed covering:-

- State of the Nation (Roseanne)
- Diversi-Tea
- Communities of Practice
- Key Liaison Role
- What is Wellbeing?
- Peer Supervision and Appraisal
- Peer Supervision Practice
- Working in Trans/ Multidisciplinary Teams

Ngā Manu Āwhina Cluster 8 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 for Principals, SENCos and Learning Support Coordinators (LSCs)
- Term 2: Wellbeing Focus (28 May) with Lucy Hone from the New Zealand Institute of Wellbeing & Resilience and Jan Whitham (NZ Bounceback Representative)
- Term 3: Behaviour Focus (13th August)
- Term 4: Learning Focus (5th November)

In term one, 25 TAs (Teacher Aides), LSCs (Learning Support Coordinators) and 11 SENCOs attended the two introductory workshops on *Working as a Teacher Aide*. RTLB Psychologist Barbara Hannant also provided assessment training for the RTLB team, SENCOs and LSCs on the Cognitive Assessment System—2 Brief.

In term 2, workshops on *Autism Spectrum Disorder* (presented by Margaret Muir) and *Understanding Behaviour* (presented by Jo Turner) will be offered on-line as we navigate the current situation. Thirty-five SENCOs, LSCs and TAs have already expressed an interest in these workshops. Next term we will also be offering *pop-up workshops* presented by members of our team. These will be on a range of topics.

Selected Current Initiatives

Gateway

The Gateway Programme provides an ecological assessment profile for Children and Young People who are involved with Oranga Tamariki services for care and protection reasons and who are either in care, entering care or the family is going to be having a Family Group Conference (FGC). This assessment looks at health, mental health, education, dental, trauma, clinical therapy, functional family therapy and parenting capacity and recommends a pathway forward.

The Resource Teachers of Learning and Behaviour (RTLB) service is an integral part of the education service aspect of this programme. RTLB are responsible for supporting schools to complete education profiles for Children and Young People who have received a Gateway referral and to be part of the recommendations outlined at the multi-disciplinary meetings held fortnightly. RTLB may also be part of the team to assist in developing a 'one plan' through the 'response to gateway intervention' project. This may lead to formal RTLB referral. The gateway RTLBs have the responsibility of updating the data base and ensuring that schools are given feedback. Chris Bush the Gateway project leader and team provide a report on the work Resource Teachers of Learning and Behaviour Cluster 8 Gateway Leaders, schools and RTLB undertook in 2019 as part of the Gateway project.

72 Educational Profiles were completed in 2019 period comprising of:

- 12 Identified entry to care profiles
- 10 Already in care
- 50 Family group conference referrals

Incredible Years Teacher IYT

This year six RTLB are completing the training to deliver the IYT programme. Cluster 8 has delivered one IYT programme to teachers in the first part of 2020, but this has been postponed after 2 sessions due to school closures. In February, Cluster 8 IY Leader Sue Cameron and Claire Murphy delivered Incredible Years to 20 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. The sessions were weekly and kept to 90 minutes. These sessions were very well received and the evaluations reflected this, with all stating they learned from it and there were elements that they could modify and reflect on in their own role, of particular note was the ability to now understand and assist their teachers to review their training especially around challenging students in their classes. There is now a waiting list of participants and it is likely this project will be repeated later in the year.

With the arrival of the COVID-19 pandemic we have updated pages on our website to provide suitable resources and additional links for our community.

- The [Home page](#) gives a road map to some of the changes in the Event section.
- The [Connect Wellbeing Community of Practice](#) page has some useful links and tips for building and maintaining children's resilience
- The [For Our Parents](#) page has links to NZ Government information pages as well as wellbeing resources. The sub-page [Resources and Links for Home Learning](#) provides links to supplementary educational activities for learners at home.

In the two weeks prior to the nationwide level 4 lockdown, Cluster 8 RTLB:

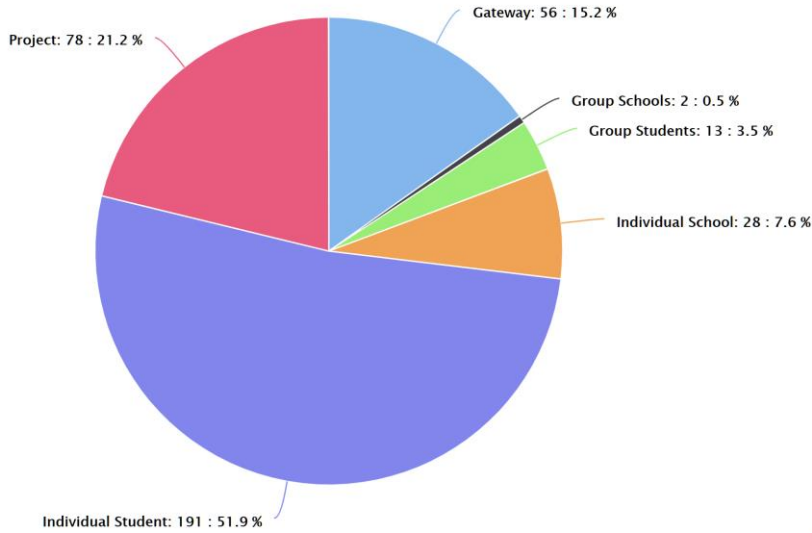
- set up [Cluster 8 Remote Procedures](#) and [COVID19 Living Protocol](#)
- ensured all on the team were able to zoom into meetings, providing technical support and training in 5 trial successful zoom team meetings
- trialled a 'work from home' day with a team zoom meeting at 8.30am
- set up for online learning programmes
- provided the opportunity for vulnerable at risk RTLB to work from home

Ngā Manu Āwhina Cluster 8 RTLB have assured our cluster school community that we are continuing to work, and support our Cluster 8 students, teachers, parents and schools through phone calls and a range of online learning and meeting technologies. RTLB have contacted teachers, SENCos and parents of students on their caseloads to offer support. During this Stage 4 period of school closure RTLB will remain connected, innovative and responsive to these extraordinary circumstances and our changing environment and continue to ensure the best service keeping our students at the centre and also supporting our school community through this time of change and upheaval. A range of online learning programmes have been made available and rolled out to students on RTLB caseloads with RTLB loan contracts changed so that students currently using RTLB supplied IT are able to take this home. Learning materials and packs have been put together for those who do not have Wi-Fi or when this is more appropriate. Scheduled professional learning opportunities and meetings will continue using online technology and/or live streaming.

Learning Support Delivery

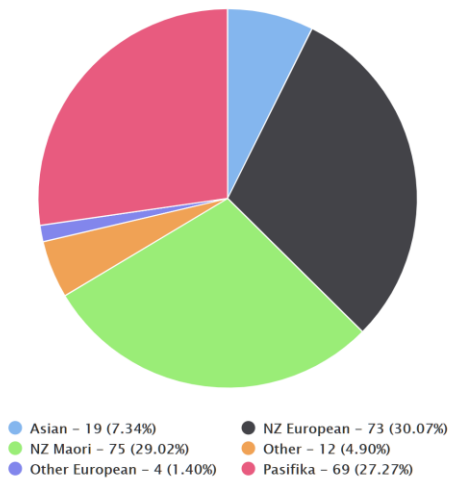
Cluster 8 RTLB continue to work with MoE Learning Support to support the new Model of Learning Support Delivery and to work with schools and school communities to implement this approach. The RTLB Manager and MoELS Learning Support Manager, and the RTLB Practice Leaders and MoELS Service Managers meet regularly and liaise re requests for service and when co-working casework.

Request Requests by Type

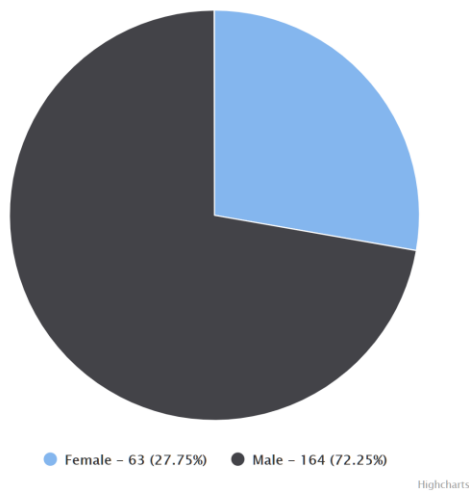


Total R4S to 1.4.2020: 191 individual Students, 78 Projects, 56 Gateway, 2 Gps of Schools, 13 Gps of Students, 28 Individual Schools = 368 R4S

Allocated Requests by Ethnicity



Allocated Requests by Gender



2020 Average Student Outcomes to 1.4.2020

Managing self - Rangatiratanga:



Relating to others - Manaakitanga:



Participating - Tataritanga:



Learning Achievement - Whaiwhaitanga
(Thinking - Using language, symbols & texts):



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

Learning Support Funding

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). 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 (Miriam Kauders)
- Speech Language Therapist (Ann Keesing)
- Counsellor (Jean Parkinson)

Other Matters:

In these challenging times, Ngā Manu Āwhina RTLB in collaboration with our school community, will continue to work to empower all to be ‘at our best’, to provide and epitomise service, best practice and kindness in the face of adversity. Kia kaha.