



RTLB
North
Canterbury

Strategic and Annual Plan 2022 - 2025

Mā te whiritahi, ka whakatutuki ai ngā pūmanawa ā tāngata.

RECOGNISING NGĀI TAHU AS MANA WHENUA IN NORTH CANTERBURY

The North Canterbury RTLB service have developed procedures and practices that reflect the cultural diversity of New Zealand and the unique position of Māori culture. Specifically, we are committed to emphasise the place of mana whenua in all of our documents and reflect the uniqueness of both Ngāi Tūahuriri and Te Rūanga o Kaikōura. The vision of Te Rautaki Mātauranga (Ngāi Tahu Educational Strategy) is that education will enable the success and wellbeing of Ngāi Tahu whānau in all aspects of their lives. We will use this document as our inspiration to do more for ākonga and their whānau, and we will work to connect the NCRTLB to the uniqueness of the land and people.

The North Canterbury RTLB team will take steps to provide a service that reflects our obligations under Te Tiriti o Waitangi and focus on the three key areas for supporting Māori educational success

- Maori Potential
- Productive partnerships
- Identity, language and culture

We are committed to

- Knowing the cultural narratives that are reflected in the cluster of schools we work within.
- Continue to work proactively to connect positively and authentically with whānau – hapū and iwi.
- Align our practices to be informed Ngāi Tahu tikanga.
- Connecting and collaborating Ngāi Tūahuriri Education committee and keep them informed with the work that we are doing to support tamariki.
- Proactively seek to employ RTLB that have the skills and understanding to work effectively and inclusively in kura.

Demographics

Data from MOE indicates that 19% of North Canterbury's school population identify as Māori. In 2021, RTLB requests for support for Maori learners was 21% of the total requests received; this is an increase of 4% from previous years but still equates to 7.38% over-representation in ethnic proportions across the cluster. Feedback we received from schools and whānau was positive about the service that we provided.

“Change can happen with the right ingredients in the right amounts and at the right time. For me those ingredients are curiosity, vision, passion, critical enquiry, energy, consistency, integrity, relevance and excellent alliances.”

Dr Irihapeti Ramsden, Ngāi Tahu

NCRTL B VISION STATEMENT

Quality inclusive educational environments where all students succeed

OUR MISSION

Through innovation, collaboration and excellence, we will enhance teacher and school capability to improve student outcomes

OUR VALUES

Manaakitanga - Whanaungatanga - Kotahitanga
support and respect - strong relationships - collaboration

CLUSTER DESCRIPTION

The North Canterbury RTL B service (Cluster 33) supports schools within the Waimakariri and Hurunui District. There are a total of 40 schools of which two are Secondary Schools, four Area Schools, and 33 Primary Schools including one primary school which have bi-lingual Maori medium setting and one Kura Kaupapa. All schools are connected with one of the three Kāhui Ako across North Canterbury (Katote, Puketeraki and Tipu Maia) except St Joseph's who have partnered with the Christchurch Catholic Kāhui Ako. Geographically the cluster is large and can take two hours to drive from lead school to furthest point.

North Canterbury is currently experiencing a large population growth with extensive subdivisions being developed in Amberley, Pegasus, Rangiora, Woodend and Mandeville. Data provided by the MOE indicates there was a total of 10,644 students within the North Canterbury Cluster. Of that number 8,688 are in Years 1-10. 5,141 are male and 5,369 are female. Across North Canterbury we have 16% Māori population and 1.2% Pasifika population (with numbers increasing). The needs of each school are diverse with emphasis on rural/remote challenges to enable effective service.

The team has 12 RTL B teachers based across four schools in an effort to reduce travel for the team. There is one full time Cluster Manager and two Practice Leaders.

THE TEAM

- Lead School - Kaiapoi North Primary - Principal Jason Miles, Kelly McGowan (Cluster Manager), Sue McIntosh (Practice Leader), , Angela Hagoort, Rochelle Keats.
- Host School - Kaiapoi Borough Primary – Anthony Sandford and Vicki McKenzie
- Host School – Te Matauru Primary – Silvia Magerl (Practice Leader), Janette Merrin, Gina Keating, Sally Gray, Jenny Foote.
- Host School - Amberley Primary - Trudy Miles and Louise Douglas

KEY AGENCY SUPPORT

Partnering with agencies to provide comprehensive service for schools, whānau and ākonga is a major focus. Across North Canterbury we have developed positive relationships and support each other formally and informally to make a difference. We work together to problem solve and support schools and whānau to develop plans to improve wellbeing and educational outcomes. These agencies include

- Mana Ake
- Police - Youth Justice Team
- Oranga Tamariki – Rangiora Office
- Purapura Whetu
- Presbyterian Support – Family Works (counselling and social work in schools)
- Barnardo's - Home based support
- Public Health Nurses
- Wellbeing North Canterbury – Strengthening Families, Social Work Services.
- CAF-Rural DHB – Child Mental Health Services
- Big Brother, Big Sisters –North Canterbury
- Autism NZ

We have been privileged over the years to develop positive relationships with the Learning Support -North Canterbury Service Managers and the North Canterbury Senior Advisors. Together we have developed plans to support schools to manage the team coworking cases, to transition EI students and to support schools with accessing the resources they need.

NCRTL B SERVICE WILL DETERMINE ITS PRIORITIES BY FOCUSING ON THE NATIONAL PRIORITIES

The NCRTL B Service are committed to supporting the Ministry of Education in their efforts to create a world class inclusive education system that places progress and success for all ākonga at the heart of teaching and learning. The Learning Support Delivery Model is the focus for Learning Support Teams working within schools, providers and communities to strengthen inclusion and modernise how learning support is delivered across the education sector. The RTL B team are committed to being a part of this process supported by the North Canterbury Kāhui Ako groups.

MOE Key documents that inform our mahi are;

- National Guidelines of Learning Priorities
- Learning Support Action Plan
- Learning Support Delivery Model
- The NZ Curriculum Refresh - Te Mātaiaho
- He Pikorua
- Te Tūāpapa o He Pikora
- Ka Hikitia - Ka Hāpaitia
- Action Plan for Pacific Education
- Aramai He Tētēkura

North Canterbury RTL B Team key documents that inform our mahi are;

- NCRTL B Strategic and Annual Plan
- NCRTL B Policy and Procedures
- Our Code our Standards - Quality Practice Template
- Ka Hikitia - Ka Hāpaitia - our commitments

ANNUAL SELF REVIEW CYCLE

The NCRTL B annual self-review cycle consists of the following actions:

Step 1 - November

- Conduct formal end of year review

Step 2 - December

- Identify priorities for New Year
- Draft new annual action plan
- Update strategic plan
- Share draft budget to the BOT

Step 3 - January

- Confirm and share strategic and annual plan
- Set up cluster projects

Step 4 - February / March

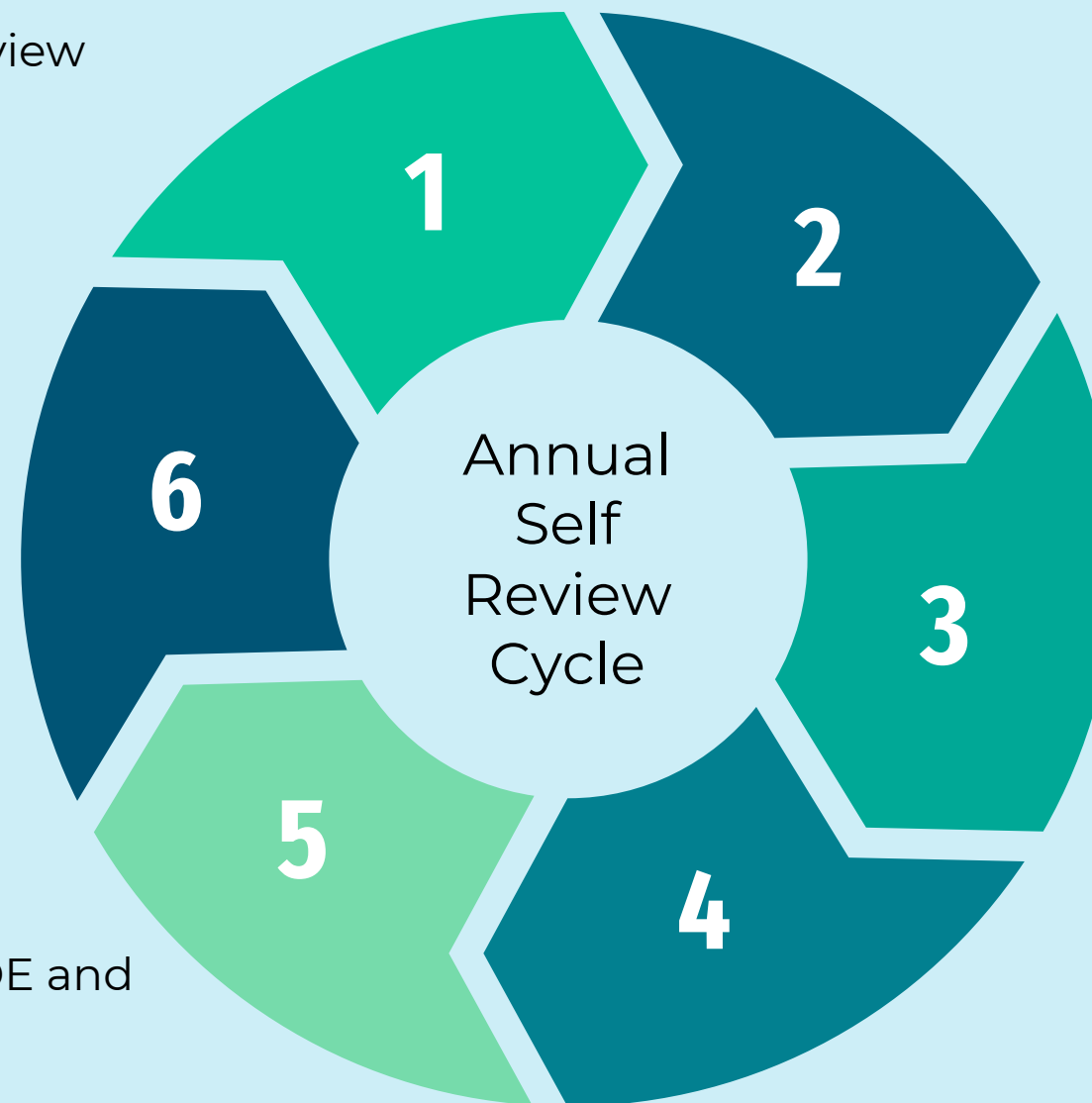
- Complete MOE narrative and financial annual report
- Start the Professional Growth Cycle process

Step 6 - Term 4

- Review Policy and procedures document
- Complete Professional Growth Cycle Process

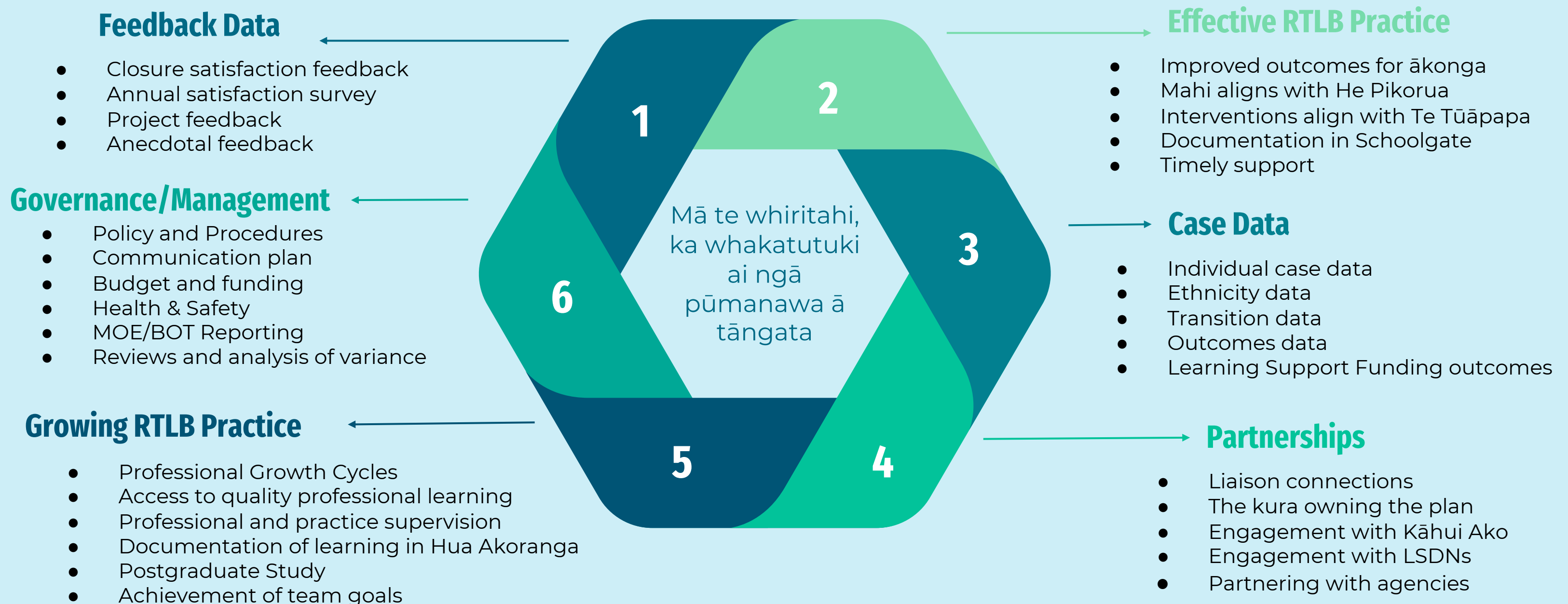
Step 5 - Termly

- Implement Action Plan
- Collect and analyse progress data
- Revise and report progress to BOT, MOE and other key stakeholders
- Celebrate progress with the team



SELF REVIEW MODEL

Self-review within the NCRTL B cluster is the purposeful analysis of evidence to determine how effective RTL B service/practice is and to determine what needs further improvement based on the achievement for the learner, the growth for the teacher and the enhancement of the host environment to support inclusive teaching and learning. Data will be collected from a variety of sources as outlined below. The evaluative questions, prompts and indicators are detailed in the NCRTL B operational document. The process of self-review will contribute to long-term planning and decision making, assist in setting goals and priorities, determine areas of good practice, establish areas of need and will be reported to all stakeholders.



CLUSTER COMMUNICATION PLAN

- To maintain consistent messages at all times
- Manage expectations, build awareness and understanding about the NCRTL B service
- To keep key stakeholders informed about service delivery
- To seek regular feedback about service delivered to cluster schools.

Target Audience	Communication Objective	Key Messages	Channels	Timing	Responsibility
RTL B Team	To keep the team informed about daily operations, manage service delivery and continue to grow professional practice.	Events over the week, CM availability, referral information, feed forward info from MOE/LS Principal.	Email Team meetings	Each Monday morning Monthly Team meeting Termly PLD Day	CM CM / PL
Lead School Principal	To keep Lead School Principal fully informed of cluster business	Weekly briefing and as required when situations arise.	Email Face to face	Weekly As required	CM CM/LSP
Cluster School Principals	To keep Principals informed about service delivery, RFS trends, initiatives and seek feedback.	Operational information, RFS statistics, data summaries, info outlining new initiatives and upcoming PLD. RFS intake meeting snapshot.	Email - Newsletters NCPPA Meeting Snapshot Reports Principal Survey	Monthly Termly Monthly Annually	CM CM CM CM
Kāhui Ako	To stay connected to Kāhui Ako inquiries so the team can support progress	Seeking information from the three Kāhui Ako from across the cluster as to their priorities and how we can support.	Attend Kāhui Ako management team meetings	As invited	CM
SENCOS and LSCs	To keep SENCOS and LSC informed about strategies to support diverse learners and pass on information to teachers/TAs.	Service delivery, operational information, and professional learning opportunities as requested.	Email – Newsletters Access to website LSDN meetings PD (TA) training	Termly Ongoing Twice a term	CM CM/ PL
Teachers	To increase understanding about RTL B service and provide PLD opportunities.	The role of the RTL B, strategies to support reported concerns. Inclusive practices.	Parent /Teacher Pamphlet Mahi Tahī Survey monkey feedback	Intervention driven At closure	RTL B RTL B
Caregivers/ Whānau	To increase understanding about the RTL B service and to provide information about how they can support their child(ren).	The role of the RTL B and strategies to support reported concerns. Initiating possible support from other agencies.	Parent Pamphlet Parent meeting Mahi Tahī / One plan Survey monkey feedback	Intervention driven At closure	RTL B
Lead School BOT	To keep the BOT informed about service delivery, financial matters and any risks and mitigations.	General business, referral statistics, financial reports, risk assessments, budgets and annual plans.	BOT report Annual plan and Report	Once a term	CM
District MOE Office	To liaise with the district MOE around joint initiatives, service delivery and transitions.	Student information, IYT, IYP, SWPB4I, and general MOE/RTL B update.	Service Manager attends Team meetings.	Monthly	MOE Service Manager for NC and CM
National MOE Team	To keep the national MOE team informed of service delivery.	Annual report Snapshot reports termly	Email Email	Annually – March 1 st Termly	CM CM

CLUSTER NEEDS ANALYSIS

Multiple data sets are used to establish future priorities. These are documented in the self review model and include

- Request for support data (number of cases, type of cases, ethnicity, gender, outcomes reporting, Learning Support Funding data)
- MOE Annual Survey and Survey Monkey Satisfaction Survey results
- The review and analysis of variance from previous years action plan and team goals
- Outcomes for the team's Professional Growth Cycle process
- Kāhui Ako information and data (strategic priorities and data set such as Wellbeing in Schools information)
- MOE Learning Support Priorities

The NCRTL B RFS statistics have remained consistent over the last three years (around the early 300s. For individual cases ethnicity and gender are also consistent with an average of 70% males to 30% females and 21% of all RFS identify as Māori. The split between type of case is also consistent to previous years with 49% learning and behaviour, 21% behaviour and 30% learning. When kura make RFS for behaviour support, they will often make statements that they suspect neurodiversity. Transitioning students into year one and to year nine continues to be valued. We have noticed that there is variable understanding across some LSCs as to their role, our role in transitions. This highlights the need for the team to be clear on what an appropriate transition case might be and through our liaison networks communicate this to ensure our focus is on the right ākongā.

Closure survey results have continued to show high rates of satisfaction. However for the first time in 2021 we received comments in the MOE Annual Satisfaction survey that practice was not always consistent across the RTL B team. Adding to this, comments were made that not all support was delivered in a timely way. This may be a reflection of a new team with 6/13 having less than two years experience. As a service we have also adjusted practice to align with the learning support delivery model (one plan) which is a more inclusive and collaborative approach to teaming up with kura. LSCs and SENCOs are adjusting to this change in practice and we are noticing that kura who don't have robust systems for noticing and responding to unmet needs see this change as creating more work for them before a RFS can be made. Therefore our priorities for the future should be focused on establishing consistent service and explicitly communicating our practice principles to SENCOs and LSCs and teaming up across the three tiers of support. Feedback also highlighted that the sector feels that there is not enough resource (RTL B and funding) to meet the needs. The average waiting time for service was two weeks and we approved all of the 187 LSF applications worth 84,000. It would be worth considering how we communicate this data to influence the narrative that there is a lack of resource.

Cluster schools continue to value the professional learning that the team provide. This has included staff room sessions as well as the PCT COP community of practice, SWPB4L and TA/LA Friday features series. IYT will be prioritised in 2022 if COVID restrictions continue to reduce opportunities to bring teachers together. Over the last couple of years there has also been a growing interest in Universal Design for Learning. Ensuring all of the team are familiar with the why, what and how of UDL strategies is important to continue the momentum.

The MOE priorities and initiatives will continue to guide the teams professional learning focus. Introducing the Massey framework of Aro - exposure to the information, Mata - using the new learning in our practice and Wai - noticing the ripple effects we will action the established commitments to He Pikorua, Ka Hikitia, APPE and the NELP. The cluster schools challenge the team to stay informed of new school initiative and programmes, so structured literacy and the refreshed curriculum will be a focus in the future. Learning Talk and DARE to Lead frameworks will be explored to support the team to live our cluster values and feel confident to have important conversations that are strengths based and lead to positive outcomes for ākongā.

Positive partnerships with a variety of key stakeholders has proven to be critical in delivering a valued service. Connecting with our three Kāhui Ako has helped us to stay visible both learning alongside our colleagues and around the leadership table supporting their priorities and initiatives. Teaming up with our MOE colleagues shows our commitment to be agile and provide support quickly. RTL B and Mana Ake working together in the liaison space is supporting schools with early problem solving. Our positive relationships has led to actively contributing to case, class and wider school challenges. Likewise, connecting with the North Canterbury's RTlits has supported our learning with structure literacy, sharing of resources and collectively supporting schools with consistent messaging. Teaming with all stakeholders and other services to share information, knowledge and skills to improve outcomes for ākongā will be a continued priority into the future.

North Canterbury RTLB Strategic Aspirations 2022-2025

Mā te whiritahi, ka whakatutuki ai ngā pūmanawa ā tāngata



Excellent and Consistent Service

A team of highly skilled RTLB whose practice is informed by the cluster's and MOE key documents.



Positive and Powerful Relationships to Improve Outcomes for Ākonga

Teaming up with all stakeholders to share information, knowledge and skills to improve outcomes for ākonga.



Strengthen Practice in Schools to meet the needs of all Ākonga

Supporting schools to provide inclusive and responsive environments where ākonga thrive.

Manaakitanga - Whanaungatanga - Kotahitanga

CLUSTER PRIORITIES FOR 2022

Team focus

- To increase the consistency of our service delivery with a focus on He Pikorua.
- To increase cultural competence.
- Using the DARE to Lead and Learning Talk strategies we will build positive and powerful relationships with all stakeholders.
- Redesign our image to connect to North Canterbury rohe and simplify communications and key messages.
- The team will operate flexibly to meet the needs of kura in COVID times and keep ourselves safe through the implementation of our CPF.

Cluster Focus

- Attempt to shift thinking from fixing up ākonga to meeting the needs within the context of the curriculum and the learning space.
- Support schools to continue to embed inclusive school wide initiatives that support engagement of all ākonga.

Business as usual (not included in the annual planning)

- Provide comprehensive induction, coaching and mentoring for our six new team members.
- Implement the liaison role to provide support for early problem solving.
- Prioritise involvement within the Kāhui Ako rōpū, including the LSDNs.
- Prioritise ākonga with Oranga Tamariki or Children's Team involvement.
- Team up with our MOE and Mana Ake colleagues.
- Provide staff PLD in our cluster schools as requested (Zones of regulation, Circle time, UDL etc)
- Provide one IYT programme.
- Provide ongoing support to implement SWPB4L in kura through coaches network and refresher days.
- If restrictions allow, we will facilitate the Provisionally registered Teachers COP and TA/LA Friday Feature series.

ANNUAL PLAN 2022

EXCELLENT AND CONSISTENT SERVICE

Objective - A team of highly skilled RTLB whose practice is informed by the clusters and MOE key documents

Key Actions	Resources/Timelines	Outcomes	Review
<p>All team members will use our Mana mahi document to guide each stage of He Pikorua with a focus on our cluster priorities. This will be captured in Schoolgate and reflect the intentions of the NELP.</p> <p>All team members will grow their cultural competence. We will learn about a variety of kaupapa Māori approaches and draw inspiration for interventions from Indigenous knowledge. The team will also develop a language acquisition plan so they can meaningfully incorporate te reo Māori and tikanga Māori throughout their mahi.</p> <p>All team members will engage in supervision and coaching and mentoring using the Growth model. We will introduce several targeted coaching groups based on need e.g. study groups, primary interventions and supporting next step learning. ARO -MATA -WAI framework will be used to reflect on implementation of new learning.</p> <p>As a team we will develop and convey a strong vision for the cluster with an emphasis on enhancing our connection to North Canterbury. Our vision will also reflect the intentions of the Learning Support Delivery Model and He Pikorua. A systems review will be ongoing to ensure practices align with our values.</p>	<p>The Mana mahi resource will be completed by end of March. PLD planned for each team hui. Key documents available - Learning talk, Ka Hikitia, APPE, UDL resources.</p> <p>PLD planned for team hui 4th February to establish rationale for language acquisition plans. Budget set aside for PLD and resources – Niho Taniwha and Mana potential. Learning will be captured in Hua Akoranga. Vicki to provide ongoing coaching.</p> <p>Prioritise time in each team hui for group supervision. Growth framework provided. ARO-MATA-WAI framework will be introduced at Feb team hui. Schedule regular coaching sessions with practice leaders and study groups. Ongoing throughout the year.</p> <p>We will engage with FIXINC to develop brand identity and website. Budget made available - completed by end of April. Prioritise time in team hui to review systems and practices.</p>	<p>All practice will be explicitly informed by He Pikorua and key documents. Interactions with kaiako/whānau will be clear and considered to ensure the progress of cases. Whānau and teachers will feedback that progress has been made and the support was positive and empowering. Students can articulate what has improved for them as a learner.</p> <p>Increased use of te reo by the team. The team can talk about why it is important to consider kaupapa Māori approaches and this will be evidenced through their mahi.</p> <p>Multiple levels of support will increase skills and knowledge to inform casework. The team will feel supported to reflect and grow as practitioners and be prompted to look for the ripple effects of their learning through their casework. Evidence of learning will be captured in Hua Akoranga.</p> <p>All our stakeholders will be clear on the role of the RTLB and the intentions of the LSDM. This will influence inclusive, strengths based practices. We will receive feedback from stakeholders that they were empowered to team up and can</p>	<p>Achieved however we decided that the team would not likely look at an additional document while working through casework. We have added prompts within Schoolgate. 95% of kaiako/whānau reported they better understood the strengths and the supports of ākonga.</p> <p>Achieved as each team member increased level of reo and engaged in PLD to increase cultural competence.</p> <p>Achieved and will become BUA in 2023. The team are confident using the GROW model and the various coaching groups were valued and have increased knowledge in identified areas. All learning has been captured in Hua Akoranga.</p> <p>Achieved with ongoing work to finish our new website. We have implemented whān consent process and replaced entry meetings with a mahi tahi process. Our satisfaction survey now aligns with the intentions of LSDM.</p>

POSITIVE AND POWERFUL RELATIONSHIPS TO IMPROVE OUTCOMES FOR ĀKONGA

Objective - Teaming up with all stakeholders to share information, knowledge and skills to improve outcomes for ākonga

Key Actions	Resources/Timelines	Outcomes	Review
<p>Liaison RTLB will team up with SENCO/LSC for early problem solving. We will support each kura to implement their kura processes to respond to need. We will notice the use of “fixity” language and attempt to shift thinking from fixing up ākonga to meeting the needs within the context of the curriculum and the learning space.</p> <p>The team will have ongoing conversations about the role of the RTLB in relation to the LSDM, the one plan and the importance of the school holding the plan. We will continue to develop a shared understanding of what an effective ‘one plan’ looks like.</p> <p>We will implement the ‘one plan’ approach to learning support to improve whānau and student outcomes that can be sustained over time.</p> <p>The team will seek informed consent from whānau before starting case work. Cluster procedures and practices will be updated to align with informed consent expectations from the MOE.</p> <p>Organise termly opportunities to gather together with our MOE and Mana Ake colleagues to discuss shared practices (e.g. EI transitions).</p>	<p>Learning Talk documents available to guide RTLB conversations. Use of google docs for joint planning. Budget available for whakawhanaunga. Resources available to share UDL and Learning Progressions.</p> <p>Ongoing throughout the year. Prioritise to attend the LSDN hui.</p> <p>Ongoing throughout the year. Schoolgate will capture mahi.</p> <p>All procedures updated in February. Informed consent framework shared with RTLB in March to be implemented immediately. Key documents available - brochure and support agreement form and script to guide the kōrero.</p> <p>Budget for catering and venues.</p>	<p>Shared understanding of the RTLB role and the six elements of the LSDM. RFS will be timely and appropriate. The RTLB will add to the plan and support the kura to maintain ownership of the interventions. Evidence of collaboration with the key contributors to the plan and students will be the centre of all interventions.</p> <p>Evidence that kaiako are open to providing a variety of resources and learning opportunities to engage ākonga. Students can articulate what has improved for them as a learner.</p> <p>Whānau and teachers will feedback that progress has been made and the support was positive and empowering. Outcomes reporting will show an improvement in key competencies for the student.</p> <p>Whānau will be fully involved, have positive relationships with the kura and are confident how they can continue to support their tamariki/rangatahi into the future.</p> <p>Team up together in kura with consistent messages and complementary practices that place ākonga in the centre.</p>	<p>Partially achieved with variability across kura and LSCs. The majority of schools hold regular liaison hui and RTLB can contribute to plans before they become RFS. All transition RFS this year were timely and appropriate. The team will continue to develop learning talk capabilities in 2023 as BAU.</p> <p>Partially achieved with variability across kura and LSCs. The closure satisfaction survey indicates that 88% of kaiako improved knowledge of skills and strategies to support ākonga. We need to collect more student voice.</p> <p>Partially achieved with a notable shift in the language we use. In particular “teaming up and stepping aside.” The RTLB team are mostly adding to the schools plan. 84% of kaiako and whānau report there has been positive outcomes for the ākonga.</p> <p>Achieved and is now usual practice for the team. The change initially was a shift in practice but the benefits of connecting with whānau first have been noticed.</p> <p>Achieved we have connected with both our Mana Ake and MOE colleagues over the year and shared practice and relationships are really positive.</p>

STRENGTHENING PRACTICE IN SCHOOLS TO MEET THE NEEDS OF ALL ĀKONGA

Objective - Supporting schools to provide inclusive and responsive environments where ākonga thrive.

Key Actions	Resources/Timelines	Outcomes	Review
<p>All RTLB will be familiar with and promote through their liaison role school wide interventions that support all students to thrive.</p> <p>We will meet with leadership teams prior to facilitating any PLD to discuss data informed goals they would like to achieve, the practices they would like to see and the systems they are prepared to put into place to support teacher practice. Specific outcomes will be identified and corresponding key actions recorded. Feedback will be collected to help inform next steps.</p> <p>When invited, we will contribute to the conversations at the three Kahui Ako LSDNs to share evidenced based informed practice based on priorities that they identify.</p> <p>We will look for opportunities to share school wide interventions with outside agencies who work in schools to promote inclusive practices. We will seek opportunities to learn about interventions that they promote. Agencies could include Mana Ake, RTlit, MOE, Kaupapa Māori services.</p>	<p>Resources to support conversations- Circle time, ZoR, UDL, RP, SWPB4L, IYT, UBRs.</p> <p>Share template with the team designed to support the planning with the kura's leadership team. Presentations for key initiatives are cluster developed to ensure fidelity. The liaison RTLB will be supported to be the key facilitator for any PLD.</p> <p>Prioritise attendance at LSDN hui. Offer RTLB expertise based on strengths.</p> <p>Budget for meetings and resources to share. Timelines are dependant on COVID restrictions.</p>	<p>Shared practice and increase knowledge of evidenced based practices that make a difference for all ākonga.</p> <p>Teachers will value students for who they are regardless of need and are open to adapt the environment to meet social, emotional and learning needs.</p> <p>School leadership will establish clear rationales for PLD. New learning will be embedded in teaching practice and be sustained over time due to the systems of support and the data feedback. Schools will use data to measure the impact of any PLD implemented.</p> <p>Teachers feedback will indicate that the PLD has had a positive impact on their practice and has led to improved student outcomes.</p> <p>All contributors to the LSDNs can add value to the priority focus while staying within their scope of work. Improvement in school data reporting stand-downs and suspensions rates.</p> <p>The team can support interventions from other agencies. Other agencies will value our contributions to supporting their mahi. Collectively we can support kura to implement inclusive and evidenced based practice that support all ākonga to thrive.</p>	<p>Partially achieved with variability across kura. Some tumuaki have conversations that focus on the resourcing and not the tamaiti. The team are making good use of Te Tūāpapa in interventions.</p> <p>Achieved and will become BUA moving forward. There has been a mixture of training facilitated and we will continue to notice the impact of that training on student outcomes. All feedback has been positive and the majority of kaiako report feeling confident to implement their learning.</p> <p>Partially achieved with regular attendance at Tipu Maia and Puketeraki Kahui Ako hui. The Kātote group have not met this year. CM teamed up with the Puketeraki Kahui Ako to support their engagement pilot. Term 3 -4 saw an increase in stand downs and suspensions across NC.</p> <p>Achieved and have teamed up to learn about structured literacy, the writing revolution, Prevent - Teach - Reinforce, using the WEAP and have shared restorative practices kaupapa with our Mana Ake hoamahi.</p>

ANALYSIS OF VARIANCE 2022

GOAL	GENERAL COMMENTS	ONGOING RISKS	ACTIONS FOR 2023
<p>Liaison RTLB will team up with SENCO/LSC for early problem solving. We will support each kura to implement their processes to respond to need. We will notice the use of “fixity” language and attempt to shift thinking from fixing up ākongā to meeting the needs within the context of the curriculum and the learning space.</p> <p>We will implement the ‘one plan’ approach to learning support to improve whānau and student outcomes that can be sustained over time.</p> <p>All RTLB will be familiar with and promote through their liaison role school wide interventions that support all students to thrive.</p>	<p>This continues to be a work in progress. There are some kura where systems to responding to needs is well embedded and LSCs and SENCOs see themselves as change agents. They work alongside kaiako to notice and respond to need and have early problem solving discussions with their RTLB liaison. Data and kōrero has highlighted that a few kura are resistant to creating a plan of support before making an RTLB RFS.</p> <p>The intention of the one plan approach is for all stakeholders to add to the existing plan for ākongā. This practice promotes collaboration and the school and whānau owning the plan. There continues to be variability in plans and some are not strength based and don’t include whānau and student voice.</p> <p>We continue to build knowledge for all our team about the interventions that support ākongā to thrive. Newer members of the team have been exposed to Restorative Practices, ZoR, circle time and UBRS. Tumuake and kaiako do value ākongā for who they are, but can focus on funding to provide exclusive interventions. At times this kōrero happens before the school know the ākongā (transition students).</p>	<p>Potentially our cluster systems are preventing ākongā receiving RTLB support. Relationships between kura and cluster can be strained due to frustration of accessing timely support. Key messages about the clusters responsiveness are misinterpreted.</p> <p>Plans are being developed for the purpose of making a RTLB RFS. Some plans only focus on the students difficulties and can reinforce a negative narrative of the ākongā. Whānau and student voice to be part of the solution is a missed opportunity.</p> <p>Schools request that extra funding is required to support ākongā and rely on teacher aide support as the go to intervention. This reduces the opportunity for kaiako to strengthen their own practice to meet the needs of diverse learners within the classroom.</p>	<p>We will identify and work with kura early in February to understand their learning support processes, establish liaison hui routines and team up with SENCO-LSC to provide information for kaiako within the schools on how we work together.</p> <p>We will continue to work with LSCs and SENCOs to model good practice. We will consider how we can capture authentic student voice about how support has impacted on their participation and progress at school. We will promote the NELPS as a foundational document to guide planning and language.</p> <p>We will focus on using He Pikorua o Te Tūāpapa and a UDL lens to support the development of inclusive interventions. We will Influence conversations that put the student’s strengths before the need for funding.</p>

CLUSTER PRIORITIES FOR 2023

Team Focus

- To increase the consistency of our service delivery with a focus on He Pikorua building in Te Tūāpapa with a UDL lens
- To continue to develop our cultural confidence with support from Journey to Tino Rangatiratanga, Mana Potential, Te Kura Tapa Whā, Mana Ōrite and Niho Taniwha rauemi.
- Engage with trauma informed professional learning and ensure that interventions are biologically appropriate.
- We will figure out a way to capture authentic student voice on the outcomes for them as learners.

Cluster Focus

- Continue in our attempts to shift thinking from fixing up ākonga to meeting the needs within the context of the curriculum and the learning space and promote the NELPS as a guiding document.
- Support schools to have robust systems to notice and respond to the needs of ākonga in mana enhancing ways. This will include knowing the ākonga first before talking about the perceived resource required to support.
- We will reinstate an opportunity over the year to connect with North Canterbury wide SENCOs (and LSC).
- Support the local Attendance and Engagement Strategy response and support schools to disrupt the pathway to suspensions.

Business As Usual (not included in the annual planning)

- Using the DARE to Lead and Learning Talk strategies we will build positive and powerful relationships with all stakeholders.
- Implement the liaison role to provide support for early problem solving.
- Prioritise involvement within the Kāhui Ako rōpū, including the three LSDN groups.
- Prioritise ākonga with Oranga Tamariki involvement.
- Team up with our MOE and Mana Ake colleagues.
- Provide staff PLD in our cluster schools as requested (Zones of regulation, Circle time, PB4L, UDL, UBRs etc)
- Provide one IYT programme.
- Provide ongoing support to implement SWPB4L in kura through coaches network, staff PLD and refresher days.
- We will facilitate the Provisionally Registered Teachers COP and TA/LA Friday Feature series.
- Engage in opportunities to learn about the Curriculum Refresh and the implications of the Highest Needs Review.

ANNUAL PLAN 2023

EXCELLENT AND CONSISTENT SERVICE

Objective - A team of highly skilled RTLB whose practice is informed by the clusters and MOE key documents

Key Actions	Resources/Timelines	Outcomes	Review
<p>Build cultural confidence We will become familiar with the key rauemi and consider how this will inform our practice. We will connect with local colleagues who can support us on this journey.</p> <p>We will engage in the National Pacific fono opportunities, celebrate Pacific language weeks and use the rauemi provided by the national team to become familiar with Island nations.</p> <p>Embed He Pikorua o Te Tūāpapa with a UDL Lens We will consistently use He Pikorua and Te Tūāpapa framework to guide all casework. We will explicitly talk about how we team up including the LSDM with kaiako and whānau at engagement.</p> <p>Develop our knowledge to understand how trauma impacts on learning and behaviour so we can support schools to respond appropriately. We will ensure that interventions are biologically appropriate and be confident to kōrero with kaiako about the effects of trauma for ākongā.</p>	<p>Key rauemi include Ka Hikitia, Journey to Tino Rangatiratanga, Te Kura Tapa Whā, Mana Ōrite and Niho Taniwha. Prioritise time throughout the year at team hui and monthly wānanga. Budget set aside for professional development.</p> <p>Team drive file set up for the rauemi. Time and budget prioritised to attend the fono. Dates are in shared drive.</p> <p>Visuals available to talk through He Pikorua and Te Tūāpapa. Team meeting in Jan to set our intentions and script the kōrero. Adjust Schoolgate as prompt. Termly practice supervision for reflecting on implementation. Sharing our noticing of shifts in practice across schools at team meetings.</p> <p>Invest in PLD and rauemi to support our learning. Share sabbatical research. Regular connections with MOE and Mana Ake hoamahi.</p>	<p>Whānau and their mokopuna determine priorities for interventions. We can support Māori learners and their whānau to achieve excellent outcomes. We will support strong relationships between learners, whānau, hapū, iwi and educators to support excellent outcomes.</p> <p>Build authentic relationships with Pacific families. The team will be aware of the concept and intentions of Talanoa and will bring people together without predetermined expectations or solutions.</p> <p>Kura and whānau will be aware of the framework. Whānau will make authentic contributions towards the plan. Information gathered about the strengths, needs and progress of ākongā supports collaborative decision making. Supports identified can increase in intensity, depending on the needs and the context and this will be reflected in the plans.</p> <p>RTLB will team up with adults to provide safe environments and promote strategies that focus on ākongā regulating in mana enhancing ways. Schools will implement inclusive strategies, build trusting relationships and show an unconditional acceptance for ākongā. We will team up with our Mana Ake and MOE hoamahi to support schools to feel confident that inclusive and relational practices support engagement for ākongā who have experienced trauma.</p>	<p>In progress.. Monthly wānanga well attended. PLD has had an impact on casework, especially the WEAP process with Tracey Wairau.</p> <p>Achieved and BAU. The team attended the National Pacific fono. The team understand and use the talanoa process to bring people together.</p> <p>Achieved. Our schools know He Pikorua and Te Tūāpapa as practice frameworks. Whānau voice is evident in kōhi kōhi and there are a range of interventions in tātai.</p> <p>In progress. The team have engaged in PLD and have evidenced the use of relational practices in case work. We have teamed up with MOE colleagues to share practice.</p>

POSITIVE AND POWERFUL RELATIONSHIPS TO IMPROVE OUTCOMES FOR ĀKONGA

Objective - Teaming up with all stakeholders to share information, knowledge and skills to improve outcomes for ākonga

Key Actions	Resources/Timelines	Outcomes	Review
<p>Promote inclusive practices and equity Through casework we will influence thinking from 'fixing up' ākonga to meeting the needs within the context of the curriculum and the learning space.</p>	<p>Refer to He Pikorua o Te Tūāpapa regularly. Revisit the power of language presentation and continue to grow our learning talk capabilities at team meetings.</p>	<p>The team will consciously use Learning Talk/Dare to Lead scaffolds to influence the kōrero. Adults will talk about the mokopuna first before discussing funding.</p>	<p>In progress. There is still a minority of schools (37%) who use language that suggests the child needs fixing or focus on funding. The majority focus on providing flexible supports within the context of the learning environment.</p>
<p>Build strong liaison relationships Support schools to have robust systems to notice and respond to the needs of ākonga in mana enhancing and inclusive ways. We will ensure that all barriers to accessing RTLB service are mitigated. We will promote regular liaison hui throughout the year for early problem solving.</p>	<p>In February we will meet with liaison schools to promote regular liaison hui and check in on the school's process for noticing and responding and mitigate any barriers to accessing RTLB service. We will promote regular liaison RTLB throughout the year.</p>	<p>Liaison RTLB will clarify that key stakeholders have been consulted and some initial strategies have been trialled. RFS are timely. Feedback indicates that LSC/SENCO value the liaison relationship.</p>	<p>Achieved. Strong liaison relationships between LSCs and RTLB are the norm. RFS are timely and plans indicate that initial strategies have been tried.</p>
<p>Capture authentic student voice We will further develop systems and practices to capture authentic ākonga voice to guide interventions and to evaluate how interventions have improved their engagement and success as learners.</p>	<p>Prioritise time in team hui to share ways to collect authentic ākonga voice and use this to inform support. We will use He Pikorua as our guiding document and update Schoolgate to prompt the collection of ākonga voice when we step aside.</p>	<p>Evidence that student voice is authentically taken into consideration to inform the plan. Empower ākonga to advocate for themselves and create a space for adults to listen. We can record and share what has changed for the ākonga in relation to their success as learners as we step aside.</p>	<p>In progress. Time prioritised in team hui to share ways to collect authentic student voice. Student voice is evident in kohikohi. The Collaborative Proactive Solutions approach has lead some kura to create Plan Bs with students which is starting to have an influence on language and interventions used.</p>

STRENGTHENING PRACTICE IN SCHOOLS TO MEET THE NEEDS OF ALL ĀKONGA

Objective - Supporting schools to provide inclusive and responsive environments where ākonga thrive.

Key Actions	Resources/Timelines	Outcomes	Review
<p>Promote inclusive practice and equity Using the inclusive Design modules as a resource we will look for opportunities to promote through our networks and projects. We will share and promote the intentions of the NELP.</p>	<p>The Design modules can be altered to meet the needs of the audience. The team will meet in Feb to explore and connect content to projects - IYT, PCT-COP, PB4L, TA/LA Friday Features and any LSC/SENCO opportunities.</p>	<p>Kōrero about ākonga in schools will be strength based and interventions will reflect the intentions of the NELP. Ākonga will thrive as support will be informed by their potential rather than their weaknesses.</p>	<p>Achieved. Parts of the inclusive practice design modules have been presented through both the TA Friday features and the PCT COP with positive feedback. We will continue to share this resource through our Co-Labs in 2024.</p>
<p>Support local Attendance and Engagement strategy response and support schools to disrupt the pathway to suspensions. Using the Puketeraki research we will promote “Kitchen Table’ discussions, where everyone gets to participate in a way that honours their rights to share their own story and aspirations. We will promote restorative and neurosequential methodology over punitive approaches.</p>	<p>Puketeraki Engagement report. Prioritise to attend the Learning Support Delivery networks and share the key messages and offer to support any local attendance and engagement strategies. Prioritise time in team hui to ensure the team are confident with restorative and neurosequential approaches.</p>	<p>Development of clear plans and support will be informed by student and whānau voice and be mana enhancing. The adults will change to support the student, instead of the student expecting to change after a standown. Whānau will report that their perspective were listened to and they we part of the team around their tamariki.</p>	<p>Partially achieved. The report has been shared across North Canterbury. There is still a gab between the recommendations and practice in schools.</p>
<p>Reinstate North Canterbury Learning Support network We will provide opportunities for the wider learning support network to meet twice a year to share mahi and discuss current trends and practice.</p>	<p>Budget prioritised for venue, catering, and SENCO teacher release. Email around the intention and dates to be circulated by the end of February. Possible resources to support this mahi will include the NELP and Inclusive Design modules.</p>	<p>Learning Support Delivery networks and SENCOs will have an opportunity to come together across North Canterbury to share practice. SENCOs will share their expertise and build relationships.</p>	<p>Not Achieved. Timing and politics amongst the Kāhui Ako meant that it never eventuated.</p>

ANALYSIS OF VARIANCE 2023

GOAL	GENERAL COMMENTS	ONGOING RISKS	ACTIONS FOR 2024
<p>Build cultural confidence We will become familiar with the key rauemi and consider how this will inform our practice. We will connect with local colleagues who can support us on this journey.</p> <p>We will ensure that interventions are biologically appropriate and be confident to kōrero with kaiako about the effects of trauma for ākongā. Schools will implement inclusive strategies, build trusting relationships and show an unconditional acceptance for ākongā.</p>	<p>This has been</p> <p>One of the key outcomes we wanted to achieve with this goal was to support schools to implement inclusive strategies, build trusting relationships and show an unconditional acceptance for ākongā. There have been situations where the</p>		

CLUSTER PRIORITIES FOR 2024

Team Focus

Cluster Focus

Business As Usual (not included in the annual planning)

- Implement the liaison role to provide support for early problem solving.
- Prioritise involvement within the Kāhui Ako rōpū, including the three LSDN groups.
- Team up with our MOE and Mana Ake colleagues.
- Provide ongoing support to implement SWPB4L in kura through coaches network.
- Engage in opportunities to learn about the Curriculum Refresh and the implications of the Highest Needs Review.

ANNUAL PLAN 2024

EXCELLENT AND CONSISTENT SERVICE

Objective - A team of highly skilled RTLB whose practice is informed by the clusters and MOE key documents

Key Actions	Resources/Timelines	Outcomes	Review
<p>Develop the skills of the team to gather ākonga and whānau voice and make connections to related research to develop educational supports. (NELP 3)</p>	<p>Time prioritised in first team hui of each term. Ongoing PL coaching conversations. Inquiry into student voice. Relevant research in team shared folder. Resources include CPS drilling, Puketeraki Pilot - The Story We Tell.</p>	<p>The team have a range of strategies and are skilled to gather student voice. Ākonga and whānau expertise is valued and included in decision making, goal setting and problem solving.</p>	
<p>Develop the skills of the team to recognise and respond to the needs of kaiako in order to influence practice to better meet the needs of ākonga. (NELP 6)</p>	<p>Time prioritised in first team hui of each term. Design frameworks using Dare to Lead and Learning Talk strategies. RTLB PLN research findings can inform practice.</p>	<p>The team can have skilled conversations with kaiako to build trust, shift resistance and ensure that the narrative around the ākonga is positive and strengths based.</p>	
<p>The team will continue to build cultural confidence supported by key rauemi and take the opportunity to find the common threads to inform practice and extend the use of te reo Māori. (NELP 5)</p>	<p>Monthly wānanga opportunities will provide a safe space to practice te reo Māori and a safe space to grow, connecting research to practice. Key rauemi include Ka Hikitia, Journey to Tino Rangatiratanga, OTA and OHO, Te Kura Tapa Whā, Mana Ōrite and Niho Taniwha. Budget for PLD available for Te Ara Whakamana training and joining our MOE colleagues to learn about the implementation of Journey to Tino Rangatiratanga. Access and support to participate in Te Ahu.</p>	<p>Create the conditions for te reo to be seen, read, heard, spoken and valued. The team will have confidence to use a variety of frameworks appropriate for the situation. Increased use of te reo Māori in everyday situations.</p>	

POSITIVE AND POWERFUL RELATIONSHIPS TO IMPROVE OUTCOMES FOR ĀKONGA

Objective - Teaming up with all stakeholders to share information, knowledge and skills to improve outcomes for ākonga

Key Actions	Resources/Timelines	Outcomes	Review
<p>Promote practices that create connected and relational learning spaces through our case work.</p>	<p>Ongoing throughout the year. Changes to Schoolgate to reframe language. Explicit use of Te Tūāpapa. Guided by the research on neuroscience (Bruce Perry, Ross Greene and Mona Delahooke). Connecting schools into the Grow Waitaha.</p>	<p>Ākonga will learn with and beside their peers, having equal access to quality teaching. Learning spaces will be welcoming, caring and responsive learning environments that treat everyone with respect and dignity. Neurodiverse ākonga will be well catered for. Educational supports will be biologically appropriate. Kaiako will use regulating transition strategies.</p>	
<p>Promote shared ownership of the educational supports for ākonga.</p>	<p>Ongoing throughout the year.</p>	<p>When RTLB step aside the educational supports remain in place to support ākonga. Educational supports align with Te Tūāpapa</p>	

STRENGTHENING PRACTICE IN SCHOOLS TO MEET THE NEEDS OF ALL ĀKONGA

Objective - Supporting schools to provide inclusive and responsive environments where ākonga thrive.

Key Actions	Resources/Timelines	Outcomes	Review
<p>Design and facilitate a Neurodiverse Co-Lab (NELP 1 & 6)</p>	<p>Twice a term. Dates sent and registrations gathered. Budget food speakers, catering and venue. Template to guide planning and key resources identified in Feb. Look to include parent voice, FANZ.</p>	<p>We have developed three strong Co-Labs groups who collaborate together, examine their own mental models, critically examine practices and integrate research to ensure that learning spaces are caring and responsive learning environments that treat everyone with respect and dignity.</p>	
<p>Design and facilitate a Changing the lens of behaviour Co-Lab (NELP 1 & 6)</p>	<p>Twice a term. Dates sent and registrations gathered. Budget food speakers, catering and venue. Template to guide planning and key resources identified in Feb. Look t include the expertise through the NZPLN.</p>	<p>Neurodiverse students are well catered for.</p> <p>Increased use of relational practices in response to challenging behaviours.</p>	
<p>Design and facilitate a Kaiāwhina/ Teacher Aide Co-Lab. 9 (NELP 3)</p>	<p>Twice a term. Dates sent and registrations gathered. Budget food speakers, catering and venue. Use the ERO guidelines for what Teacher Aide quality practice looks like and UDL frameworks.</p>	<p>A skilled workforce of Kaiāwhina/TAs who use flexible an universal strategies to support learner variability.</p>	
<p>To continue facilitating SWPB4L Coaches / Leads sessions including connecting to initiatives communicated from the SWPB4L Refresh (NELP 1 & 6)</p>			