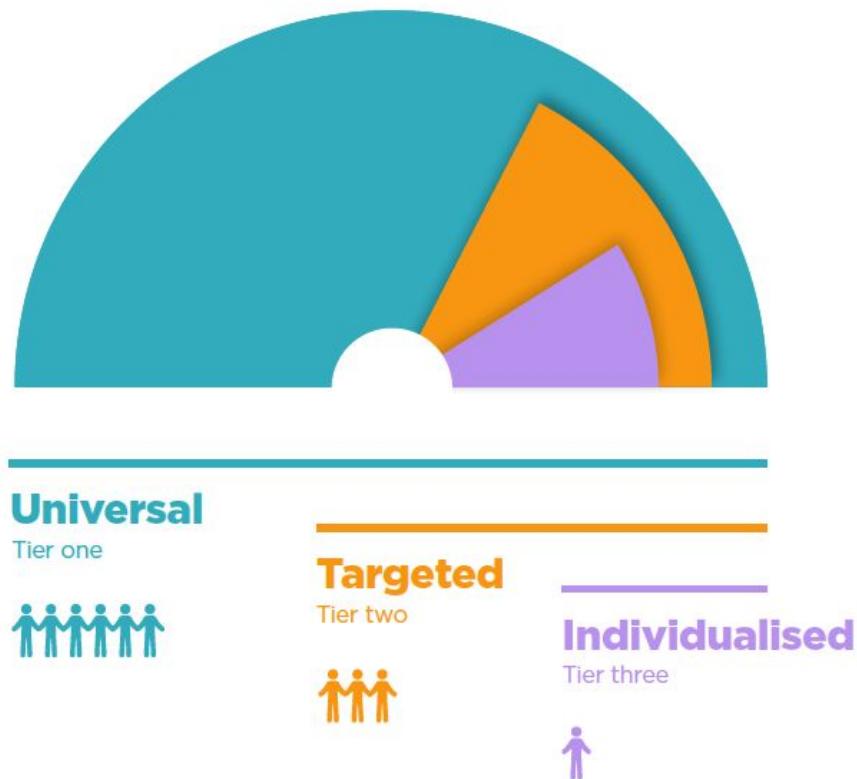


Response to Intervention / Tiered Support Model

The Response to Intervention (RTI) model is a whole-school, tiered approach, designed to improve student learning outcomes. Using the model helps educators to make suitable adjustments to teaching and learning. This ensures that the right levels of support are in place for individuals and groups with effective universal teaching and learning practices that benefit all learners.

The RTI model is tailored to individual needs, allowing children and young people to move flexibly between the tiers of support according to their rates of progress.

RTI allows early identification of learners who are not progressing as they should despite accessing evidence-based learning experiences within a strong general education programme.



Tier 1 – Universal: Evidence-based literacy teaching and learning. For learners experiencing difficulties, plan to provide:

- specific, targeted teaching as part of the learning programme
- frequent progress monitoring
- flexible groups for differentiated learning.

Tier 2 – Targeted: More deliberate and direct approaches to support learners, whānau, and educators.

Typically taking place alongside peers, these more targeted small-group supplementary supports include:

- intensive instruction in identified area(s) of need, sometimes from a support teacher
- frequent individual progress monitoring
- extra support, which may be 2–3 hours a week.

Tier 3 – Individualised: More tailored supports for the specific needs of learners, within their contexts.

This teaching approach is personalised, multisensory, structured, and sequential. Individualised support may include programmes supported by specialist teachers such as Resource Teachers of Literacy and Resource Teachers of Learning and Behaviour.