

Te Paeroa Strategic Plan 2023 – 2025

National Vision

Making a positive difference for all schools/kura and Kāhui Ako.

National Mission

To provide a high quality, accessible and effective RTLB service for Years 1 to 10 that makes a positive difference for student outcomes and inclusive practices across all schools/kura and Kāhui Ako.

Te Paeroa Vision

He Waka Eke Noa-To ensure success for all ākonga through collaboration and inclusive education.

Te Paeroa Mission Statement

We strengthen and empower kaiako to enhance educational outcomes.

Values: *Whanaungatanga, Manaakitanga, Rangatiratanga, Kotahitanga, Pūmanawatanga*

(Macfarlane, A. (2004) Kia hiwa rā! Listen to Culture: Māori students' plea to educators. Wellington: NZCER)

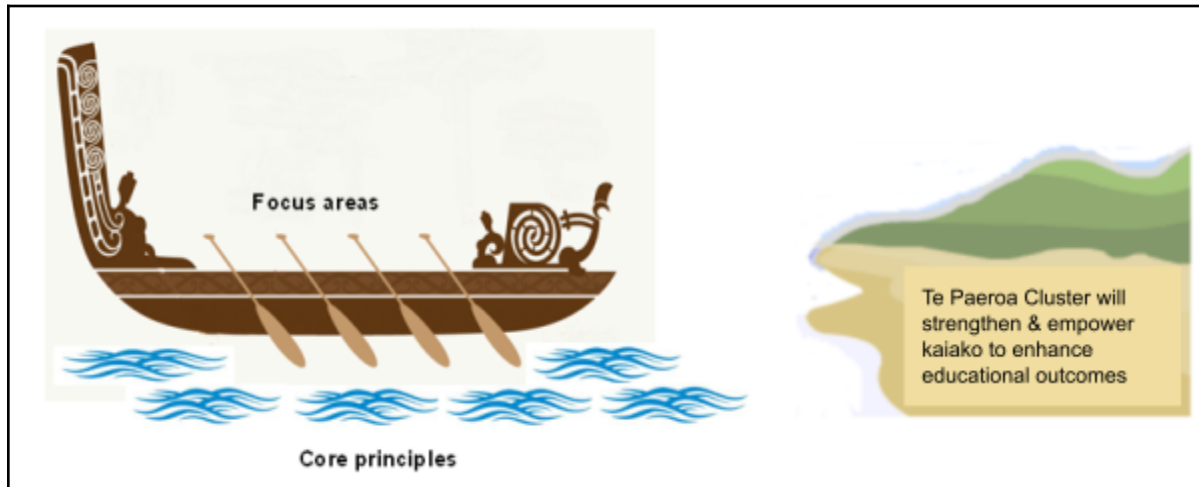
Core Principles

In order to continuously improve, we must ‘live’ our values. Our cluster’s culture is the shared system of values and principles that will guide our actions and behaviours. It is defined using our core principles, and the principles of Te Tiriti o Waitangi, that we use to guide us in our practice. While these principles do not in themselves define a strategy, the success of our strategic plan requires adhering to them.

4 Articles of Te Tiriti o Waitangi	Success	Consider all actions and decisions in light of how they will support student, teacher, school, and community success.
	Excellence	Use evidence-based inquiry to achieve best practice in all assessments, interventions and other services.
	Positivity	Apply a positive and strengths-based view of students, teachers and each other.
	Innovation	Develop and implement creative and varied approaches to meet changing pedagogies, learning spaces, and student needs.
	Collaboration	Use a consultative planning and decision-making process based on critical thinking and open communication.
	Respect	Treat each other, students, whānau, teachers and others with care and respect.

Strategic Framework

This strategy links to our vision through using the metaphor of a waka.

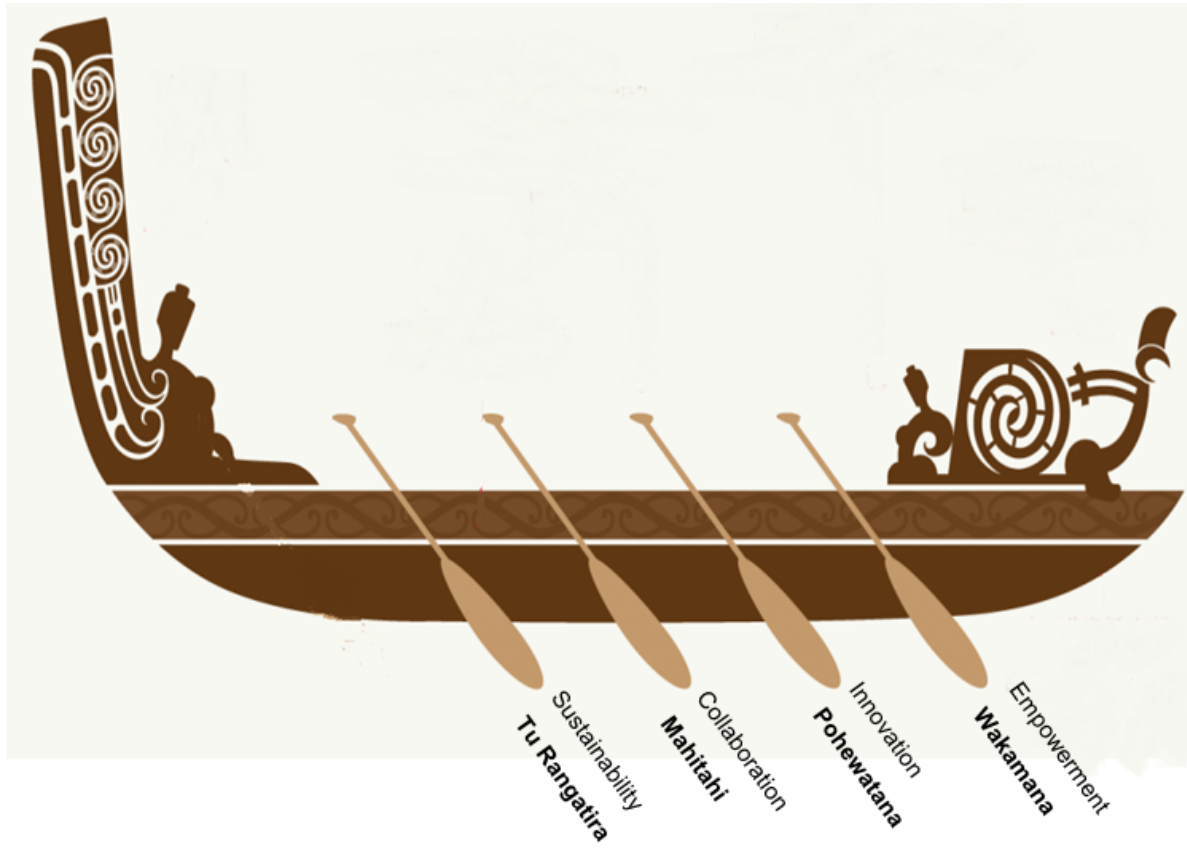


Destination: The principles and focus areas will enable us to reach our cluster's mission statement.

Paddles: These are the four focus areas that make up the strategic direction of the cluster.

Sea: The focus areas of the cluster must be always underpinned and kept afloat by the core principles.

Focus Areas



Empowerment : *Wakamana*

We empower students and teachers to re-engage with learning, and to grow their ability to recognise and implement potential strategies which could support student success.

Innovation : *Pohewatana*

RTLB need to maintain an advanced understanding of the potential implications of innovative changes in technology, physical learning environments and teaching and learning pedagogies for teachers and their students.

Collaboration : *Mahitahi*

If knowledge and expertise is shared, this allows for professional development and learning to take place. Given the range of relationships, collaboration should be considered at planning, implementation and evaluation stages both within the cluster and between the cluster and students, teachers, schools and community.

Sustainability : *Tu Rangatira*

An ongoing focus on excellence requires a structured system of resourcing, development and support to allow RTLB to grow and maintain best practice, and for future improvement.

Cluster Description

Te Paeroa Cluster 34, Christchurch South and East, is a large cluster encompassing 60 schools on the South and East side of Christchurch as well as three schools on the Chatham and Pitt Islands. This is an area significantly affected by the 2011/12 earthquakes. We have 3 immersion kura, 5 bilingual units, 2 area schools, 45 primary schools, 8 secondary schools and 3 intermediate schools. There is a high percentage of Pasifika and Māori students in this cluster.

The team has 31 FTE RTLB teachers based in a purpose built office. There is one full time Cluster Manager, three Practice Leaders and four Kaitautoko supporting practice through a developing coaching and mentoring model.

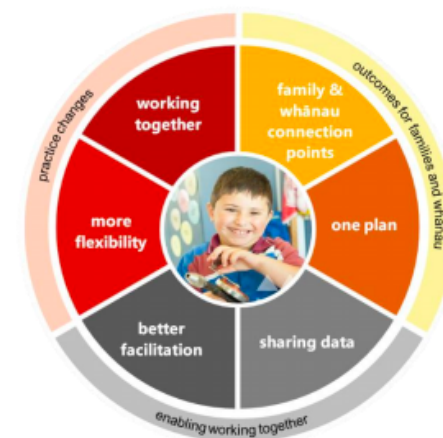
Learning Support Action Plan 2019-2025

The Learning Support Action Plan 2019 - 2025 sets out priority actions that will make the most difference to ensure that children and young people get the right support, at the right time. The 6 Priorities are: 1. introducing Learning Support Coordinators in schools and kura 2. screening to enable teachers and other educators to identify and respond to children's learning support needs earlier 3. strengthening early intervention 4. providing additional, more flexible support for neurodiverse children and young people 5. increasing access to support for gifted children and young people 6. improving education for children and young people at risk of disengaging from education.



Learning Support Delivery Model (LSDM) - Ministry of Education

The Learning Support Delivery Model (LSDM) brings local clusters of early learning services, kōhanga reo, schools and kura together to identify and respond to the learning support needs of all ākonga (learners) and their whānau. They work with the Ministry of Education (MOE), other learning support providers and agencies to decide how best to use available resources to meet local learning support needs. The contribution of whānau is valued – they are included in important decisions so support is provided in ways that work for them and reflects their identity, language and culture. Each cluster will plan how they work together, when and how they meet, and establish any decision making protocols they need. From 2020, approximately 600 new Learning Support Coordinators will be in a range of schools across New Zealand to help implement the delivery model. Each cluster will have an agreed person from the Ministry who acts as a facilitator, supporting and promoting joint decision-making and planning. This function brings the right people together, and connects the cluster to all available supports and services in the area, including Ministry specialists, Resource Teachers: Learning and Behaviour (RTLB), and other agencies and service providers. (MoE website)



Request For Support Trends

During 2022, the cluster received and allocated 464 requests for support (RFS). This included 51.7% individual students, 3% groups of students (up to 6 individuals in a group), 30.6% school-wide/team/teacher, and 13.8% projects (Early Interventions included in this data). Our data shows RFS: Learning: 41.8%, Behaviour: 13.1%, Behaviour & Learning: 45% were received in 2022. Over the past 3 years, trends for support received indicate boys continue to be over represented between 71% -77% of individual RFS. Years 2 & 4 continue being over represented (28% of total requests in 2022). Literacy and neurodiversity being the major focus of requests, this is typical for our service. In 2022, we supported 22% of learners that identified as Māori and 4% that identified as Pasifika. Principals/SENCoS continue to report that teachers need more resources to support the complexities that students are presenting, which include challenging behaviour, anxiety, ASD, ADHD and SLDs. An increase in the number of students with complex needs means that collaboration is required between multiple agencies. RTLB regularly co-work cases with MoE.

Feedback from our cluster schools/kura

Feedback sources:

- National Satisfaction Survey (NSS)
- Service Evaluation (SE)
- Verbal and written feedback

What the feedback says:

Strengths	Feed Forward
<ul style="list-style-type: none"> • An increased satisfaction of our service (NSS) • Excellent service, extremely positive relationships • 100% (85) of Service Evaluations (SE) report that RTLB were professional, trusting and respectful • 100% of SE reported that RTLB worked in a collaborative team, collected relevant data and developed a plan • 96% of SE reported that RTLB give timely feedback throughout the process • 97.6% of SE reported that RTLB demonstrated knowledge and understanding of assessment and appropriate actions to support the referral focus. 	<ul style="list-style-type: none"> • Knowing the different options of support, explicit information what can be offered • Decrease the amount of time that RTLB need to collect data • The quality & effectiveness of the Liaison can be quite variable • Work more closely with MoE Learning Support • More time, more visits • More frequent trips to the Chathams • Reducing the referral process

- 84.7% of SE reported that the school team now felt confident and able to sustain their practice with future learners.
- 92.9% of SE reported RTLb assisted in promoting a more collaborative, inclusive and culturally sustaining learning environment.
- 100% of SE reported that they were satisfied or very satisfied with the RTLb service.
- Providing PLD for school staff, especially SENCOs and teacher aides.
- Highly responsive
- (NSS) Schools feel:
 - well supported and RTLb are easy to work with
 - RTLb treat school staff fairly
 - RTLb take individual circumstances of school staff into consideration
 - RTLb are collaborative and problem solve with school staff
 - RTLb are competent
 - RTLb do what they say they will do
 - RTLb demonstrate cultural awareness

- Māori for Māori design and structure
- Cases should not close at end of year when students need ongoing support is required
- Increased staffing to match increased need

Examples of Service Evaluation Comments:

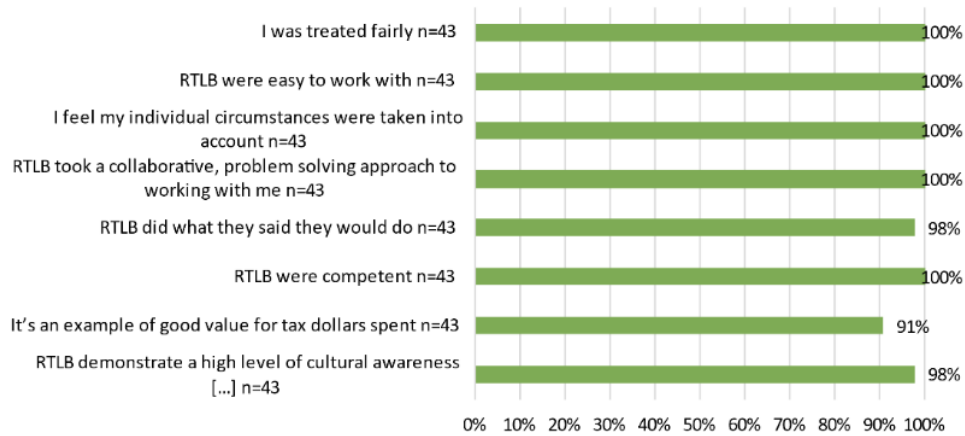
- XX was incredible - no other way to put it! We felt so supported throughout the whole process and wouldn't have been able to finalise the Auditory Processing Disorder assistive technology applications without XXX help.
- XX made me feel seen as a Kaiako and really reassured me when I felt like I wasn't doing the best I could. Very grateful for RTLb like XX.
- A huge mihi to XX for X ongoing support and encouragement during the process. XX was very informative and consistent with knowledge and resources. XX connected well with XX and all of our tamariki Māori, and XX knowledge and understanding of Te Ao Māori was greatly appreciated by all of us. Tau kē ia!
- I wish more children could have access to this brilliant outside agency help.

CLUSTER 34 – Aranui /Linwood /Port Hills /Shirley / Chatham Islands NATIONAL RTLB SERVICE SATISFACTION SURVEY 2022

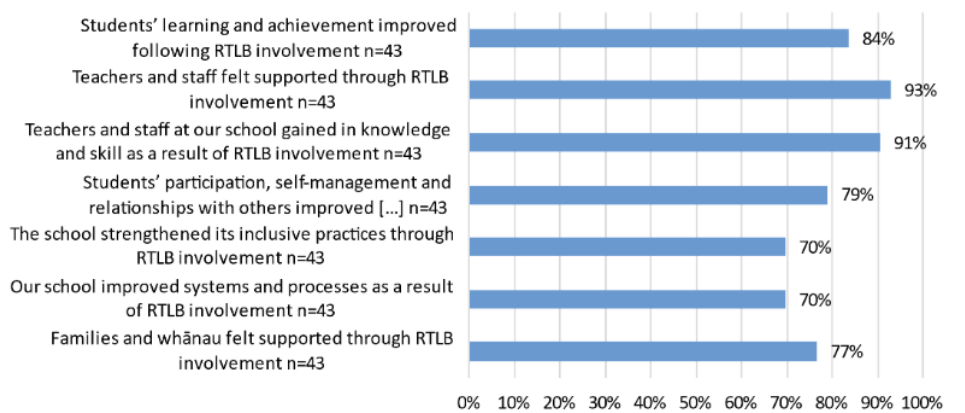
43 total responses, from 20 schools, a response rate of 33% of all 60 schools in the cluster



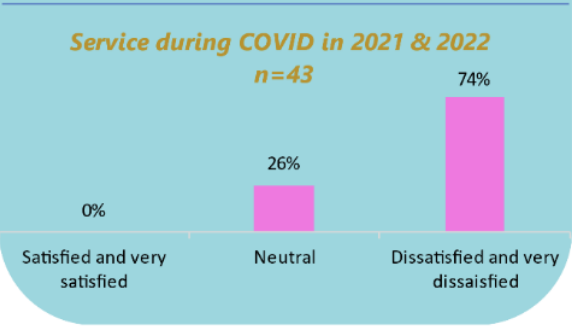
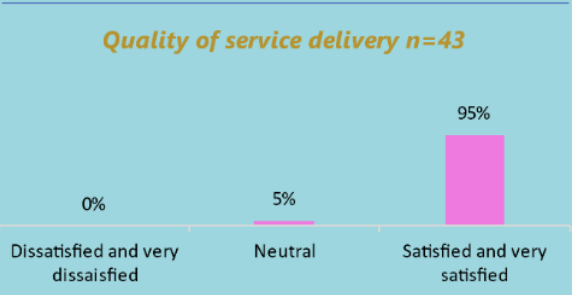
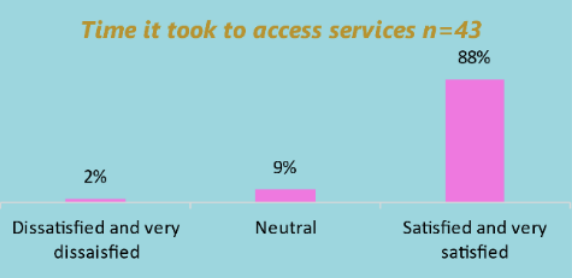
Performance – % agreeing (4 or 5) that RTLB ...



Outcomes – % agreeing (4 or 5) that as a result of RTLB involvement...



Overall satisfaction on 3 key indicators



Te Paeroa Strategic Goals

National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) set out the Government's priorities for education that will ensure the success and wellbeing of all learners.

The NELP and TES priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities

National Strategic Goals: Student Success, Capability, Leadership, Partnership & Resourcing

Priority Areas:

- **Bi-cultural Competence**
 - **Trauma Informed Practice**
-

Mā te whakaatu, ka mōhio, mā te mōhio ka mārama, mā te mārama ka matau, mā te matau ka ora.

*With discussion comes knowledge, with knowledge comes understanding, with understanding comes wisdom,
with wisdom comes wellness.*

Strategic Goal 1:	2023	2024	2025
<p>Te Paeora will increase the bi-cultural competence of our team to recognise and respond to cultural diversity by prioritising Māori identity, language and culture in our practice.</p> <p><i>Capability Leadership Partnership Resourcing</i></p>	<p>1.1 Apply our knowledge of Te Tiriti o Waitangi into our practice supported by key documents.</p>	<p>1.1 Embed our knowledge of Te Tiriti o Waitangi into our practice supported by key documents.</p>	<p>1.1 Empower & or model Te Tiriti o Waitangi in our practice and promote & support schools to increase engagement for Māori.</p>
	<p>1.2 Enhance and apply Te Reo and Tikanga Māori within our practice.</p>	<p>1.2 Embed Te Reo and Tikanga Māori within our practice.</p>	<p>1.2 Empower & or model Te Reo and Tikanga Māori within our practice.</p>
Strategic Goal 2	2023	2024	2025
<p>Understand the wide-ranging impact that trauma can have on the culture, development, wellbeing and educational success of young people.</p> <p><i>Student Success Capability Leadership Resourcing</i></p>	<p>2.1 Explore the science of trauma</p>	<p>2.1 Apply our knowledge of the science of trauma to our practice.</p>	<p>2.1 Embed our knowledge of the science of trauma in our practice so that it is business as usual.</p>
	<p>2.2 Explore and apply key documents to develop a shared understanding of inclusive practice so that we can apply this to our knowledge of trauma informed practice.</p>	<p>2.2 Explore and apply approaches related to the science of trauma that supports inclusive practice within our schools/kura.</p>	<p>2.2 Embed our knowledge of approaches related to the science of trauma to support inclusive practice within our schools/kura so that it is business as usual.</p>