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.

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

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

Cluster Description

Te Paeroa Cluster 34, Christchurch South and East, is a large cluster encompassing 61 schools on the South and East side of Christchurch including three schools on the Chatham and Pitt Islands. As of 2026, it includes one Charter School. Our regional area was significantly affected by the 2011/12 earthquakes. We support 32 full primary schools, 10 contributing schools, 3 intermediates, 8 secondary schools and 7 composite schools (3 of which are Te Reo Māori immersion kura) and 8 bilingual units – 4 full primary, 1 composite, 2 Intermediates and 1 contributing school (7 Māori, 1 Samoan). Our cluster includes approx 7% Pasifika, 11% Asian and 17% Māori students.

Our team has 30 FTE RTLB based in a purpose built stand alone office 3.4 km from our Lead School. There is one full time Cluster Manager and four Practice Leaders supporting practice. We have a part - time Office Manager and PA supporting the Cluster Manager. We have strong and positive partnerships with our local Learning Support practitioners and their Service Managers.

Stakeholder Feedback

We gathered stakeholder feedback through our National Satisfaction Survey, Service Evaluations, Our own Te Paeroa survey and informal and authentic verbal and written feedback throughout the year.

What Schools Value Most About the RTLB Service	Where Schools Want Strengthening or More Support
➢ Strong, trusting relationships with consistent liaison RTLB ➢ RTLB who are visible, approachable and understand school context ➢ Regular liaison hui for problem-solving and planning ➢ A neutral "critical friend" who provides clarity and next steps ➢ Observations that offer fresh, unbiased perspectives ➢ Clear, practical, data-informed feedback ➢ Coaching-style support that builds kaiako capability ➢ Whole-school and systems support (behaviour, inclusion, transitions) ➢ High-quality, practical PLD tailored to school needs ➢ Support for learning assistants and SENCo/LSC roles ➢ RTLB acting as a trusted bridge with whānau ➢ A collaborative, strengths-based approach focused on sustainability	➢ Increased on-site RTLB presence ➢ More modelling and real-time coaching in classrooms ➢ Expanded PLD in neurodiversity and inclusive practice ➢ Stronger support during key transitions (ECE–school, Y8–9, within-school) ➢ Continued development of systems-level Requests for Support ➢ More opportunities for cross-school collaboration and communities of practice ➢ Stronger bicultural and Pacific responsiveness in practice
Improving Processes and Reducing Burden on Schools	**Overall Direction for the Service** ➢ Maintain strong relational and coaching-based practice

- Simplify and streamline R4S processes - Reduce paperwork and repetitive data demands - Provide clearer communication about expectations, timelines and funding - Make meetings tighter, more focused and purposeful - Faster response in early stages of support - Communication that is timely, coordinated and relevant - Practical, manageable strategies rather than overwhelming lists & resources - Processes and advice that reflect school context and special character	- Continue building kaiako and school capability - Strengthen systems-level impact for sustainable change - Improve clarity, efficiency and accessibility of processes - Remain responsive, collaborative and strengths-based - Focus on long-term outcomes for ākonga through sustainable support

National RTLB Service Satisfaction Survey 2025

2340 National responses, from **1775** schools, a response rate of **73.5%** of all 2414 schools/kura in Aotearoa

73 Cluster 34 responses, from **45** schools, a response rate of **75.0%** of all 60 schools/kura in the cluster
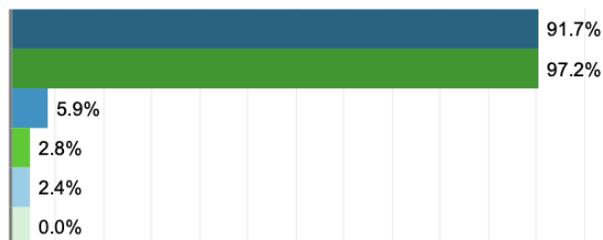
Te Tāhuhu o te Mātauranga
Ministry of Education

Performance - % agreeing that RTLB …

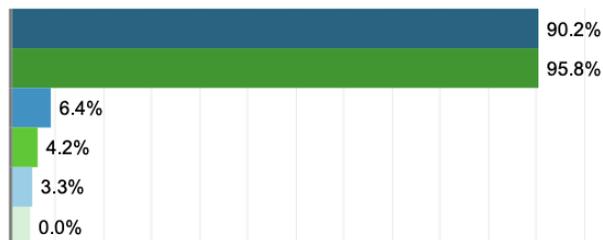**Working in partnership**

RTLB listened and worked in partnership with educators, whānau, and other agencies involved. (n=2488, c=72)

- 91.7%
- 97.2%
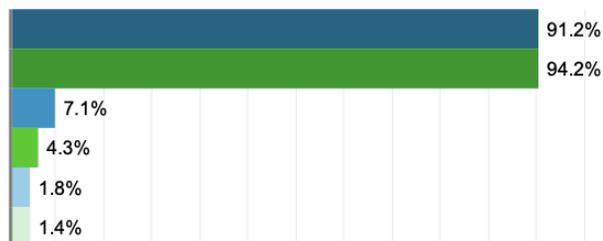- 5.9%
- 2.8%
- 2.4%
- 0.0%

Collaborative problem solving

RTLB took a proactive, collaborative, solution focused (or problem-solving) approach while teaming up with kaiako and whānau. (n=2482, c=72)
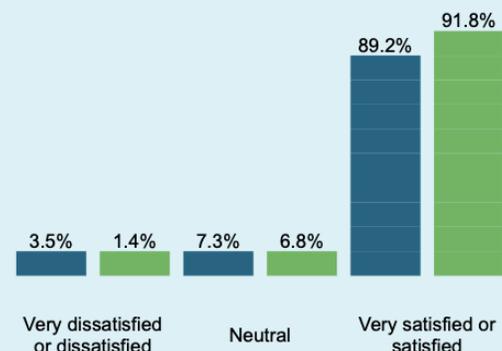
- 90.2%
- 95.8%
- 6.4%
- 4.2%
- 3.3%
- 0.0%

Identity, language, and culture

RTLB recognised identity, language, and culture as a source of strength when working with kura, kaiako, mokopuna, and whānau. (n=2430, c=69)
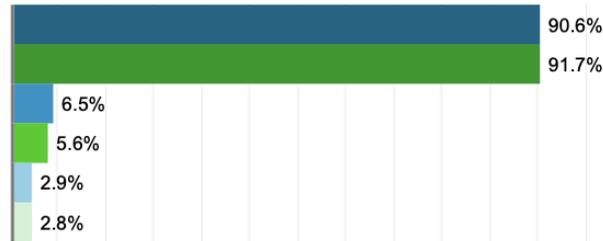
- 91.2%
- 94.2%
- 7.1%
- 4.3%
- 1.8%
- 1.4%

Overall satisfaction on 3 key indicators

Quality of service delivery n=2498, c=73

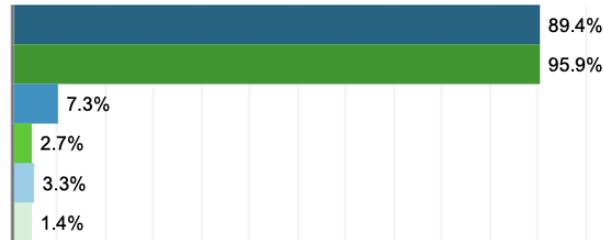| Very dissatisfied or dissatisfied		Neutral		Very satisfied or satisfied	
3.5%	1.4%	7.3%	6.8%	89.2%	91.8%

4

Flexible and tailored support

Individual circumstances were taken into account for flexible, tailored and responsive support. (n=2486, c=72)

- 90.6%
- 91.7%
- 6.5%
- 5.6%
- 2.9%
- 2.8%

Accountability

RTLB fulfilled their commitments as negotiated. (n=2481, c=73)
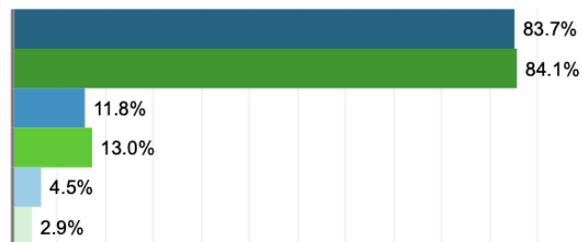
- 89.4%
- 95.9%
- 7.3%
- 2.7%
- 3.3%
- 1.4%

National ■ Strongly agree or agree ■ Neutral ■ Strongly disagree or disagree

Cluster 34 ■ Strongly agree or agree ■ Neutral ■ Strongly disagree or disagree
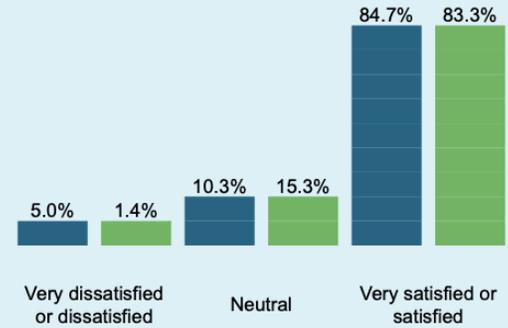
Outcomes - % agreeing that as a result of RTLB involvement…

Outcomes for mokopuna

Positive outcomes for mokopuna were achieved as a result of RTLB, educators and whānau working together. (n=2419, c=69)
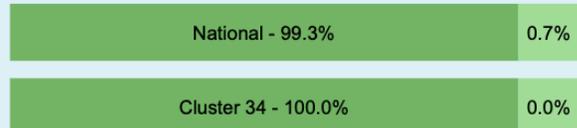
- 83.7%
- 84.1%
- 11.8%
- 13.0%
- 4.5%
- 2.9%

Time it took to access services n=2475, c=72

- 84.7%
- 83.3%
- 5.0%
- 1.4%
- 10.3%
- 15.3%

Very dissatisfied or dissatisfied | Neutral | Very satisfied or satisfied

Service engagement n=2502, c=73

Our team will engage with the RTLB service in the future as needs arise? n=2502, c=73

| National - 99.3% | 0.7% |
| Cluster 34 - 100.0% | 0.0% |

Team SWOT

Strengths of the Service

➢ Adaptable, open-minded team culture
➢ Strong sharing, collaboration and generosity of expertise
➢ Wide range of knowledge and diverse skillsets
➢ Visible presence in schools and strong relationships with kaiako
➢ Effective collaboration with stakeholders
➢ Strong internal support systems and access to PLD
➢ Clear shared understanding of cluster direction

Challenges and Barriers

➢ Inconsistent understanding of RTLB and Liaison roles
➢ Overlap and confusion with LSC/SENCO roles
➢ Confidence gaps for some RTLB in leading partnership conversations
➢ Limited time and capacity for kaiako
➢ Increasing complexity of learner needs
➢ Staff turnover and workload pressures in schools
➢ Fixed mindsets in some school contexts
➢ Perception of He Pikorua as rigid or time-intensive
➢ Inconsistent R4S processes and liaison effectiveness

Opportunities for Growth

➢ Develop clear school & RTLB Service Agreements
➢ Strengthen shared understanding of the RTLB role across kura
➢ Improve consistency of practice while valuing individual strengths
➢ Strengthen coaching and mentoring capability
➢ Deepen culturally responsive practice (Māori and Pacific approaches)
➢ Increase evidence-informed and impact-focused practice
➢ Strengthen liaison role effectiveness and senior leader engagement
➢ Expand systems-level support and strategic use of funding
➢ Build kaiako understanding of neurodivergence and inclusive practice

External Risks and Pressures

➢ Political and Ministry changes creating uncertainty
➢ Shifting expectations of learning support roles
➢ Significant & chronic under-resourcing and funding pressures
➢ SENCO role knowledge gaps and turnover
➢ Changes to early intervention and RTLB service scope
➢ Media messaging influencing community perceptions of our teaching profession and learning support educators
➢ Ongoing workload pressures and overwhelmed teachers in our schools/kura

➢ Share exemplar cases and school "snapshots" to clarify the role ➢ Strengthen interprofessional collaboration and cluster networking	

Co-constructed Guiding Principles for Navigating Change (Te Paeroa team)

What do our team believe are key principles in navigating rapid change? ➢ Resilience, adaptability and bravery during uncertainty ➢ Growth mindset and learning from challenges ➢ Acting with integrity, reflection and kindness under pressure ➢ Building trust, empathy and respectful collaboration ➢ Openness to diverse perspectives and ways of working ➢ Ongoing professional learning and self-reflection ➢ Planning ahead to remain confident and future-focused

Te Paeroa-RTLB Cluster Strategic Plan 2026–2028

Mokopuna & whānau-centred	Collaborative	Strengths-based	Culturally affirming	Inclusive	Ecological & Evidence informed

Key Focus Areas:

Building Cultural Capabilities	High Quality Practice and Impact	Leadership Capability & Systems for Sustainable Change

Strategic Goal 1:
By 2028, RTLB practice will consistently demonstrate culturally sustaining, Tiriti-honouring and Pacific-approaches that affirm Māori and Pacific identity, language, culture and ways of knowing.

2026 - Build	2027 - Embed	2028 - Sustain
ANNUAL GOAL 1.1 Continue to build shared cultural foundations aligned to Te Tiriti o Waitangi articles Pacifica values & He Pikorua principles	ANNUAL GOAL 1.2 Embed culturally sustainable practice consistently	ANNUAL GOAL 1.3 Sustain culturally safe, mana-enhancing practice

Strategic Goal 2: By 2028, RTLB practice will be consistently high-quality, reflective, data-informed, Tiriti-aligned and principle-led (He Pikorua), enabling kaiako to positively impact mokopuna outcomes.		
2026 – Build	**2027 – Embed**	**2028 – Sustain**
ANNUAL GOAL 2.1 Establish consistent high-quality practice	ANNUAL GOAL 2.2 Strengthen evidence informed and inclusive practice	ANNUAL GOAL 2.3 Demonstrate sustained impact and consistency

Strategic Goal 3: By 2028, leadership will be embedded across the RTLB service, with all team members demonstrating adaptive practice, coaching capability and confidence to lead sustainable change in schools and systems.		
2026 – Build	**2027 – Embed**	**2028 – Sustain**
ANNUAL GOAL 3.1 Establish leadership understandings	ANNUAL GOAL 3.2 Build leadership depth across roles	ANNUAL GOAL 3.3 Sustain leadership and system strength