Request for Support Process

RTLB cases respond to requests for support for:

- individual students with either learning and/or behaviour needs
- groups of students with similar learning and/or behavioral needs
- teachers who would like support to develop their skills in behaviour management or curriculum adaptation/differentiation
- school systems or programme development

A pre request for support should be discussed with your liaison RTLB prior to making a referral to the service.

Schoolgate - Online Referral System
www.rtlbcluster34.co.nz

Your liaison RTLB can also assist you in filling out this online Request for Support form.

Review and intake meetings are week 3, 6 and 9 of each term. Requests for Support need to be submitted by 5.00pm Tuesday of those weeks.

Other Services

Working in Maori medium settings:
RTLB support highly responsive, timely and tailored to the needs and aspirations of Māori learners, parents, family/whānau, hapū and iwi.

Gateway:
A multi-agency approach to improve outcomes for children in state care.

Vulnerable Children:
Inter-agency involvement with children's action plan including children's teams.

Early Intervention Transitions:
RTLB work with Ministry of Education personnel to transition students with high level of need from pre-school to school.

Professional Development and Support for Schools in Positive Behaviour Strategies:
- Incredible Years Teachers (IYT)
- Positive Behaviour for Learning (PB4L)
- Restorative Practice

Bi-Lingual Assessment:
Assessment for students with English as a second language who are not making expected progress at school.

Special Assessment Conditions:
RTLB can assist secondary schools with applications to Ministry of Education for reader writers in state exams.

te paeroa RTLB
SOUTH AND EAST CHRISTCHURCH

RTLB Service
A handout for Teachers

He waka eke noa – we're all in this together

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About the Service

RTLB are itinerant fully registered teachers who have the training and skills to support teachers working with students/ ākonga in years 0-10 with additional learning and behaviour needs.

The focus of the work is to increase inclusive practice capability encouraging learning environments where all student strengths are celebrated and needs are met.

RTLB work in an ecological model considering the different components of the classroom environment and the effect these have on student learning and behaviour.

RTLB work collaboratively with school staff, whānau and other service providers to provide positive outcomes for students.

All schools have access to a liaison RTLB who meet and communicate with them on a regular basis in order to enable the service to meet the needs of schools effectively and appropriately. RTLB contact details are available on the website: www.rtlb34.school.nz

Practice Sequence

Request for support
- Schools identify area of need and follow cluster process to request support.
- Request allocated to RTLB and school is notified of outcome.

Initial meetings
- Clarification of referral with teacher/school. RTLB role discussed and agreement reached on data collection plan.
- Views of stakeholders sought e.g. family whanau, student/akonga.

Data gathering
- Multiple sources of data gathered including but not limited to observations and interviews, ecological and functional assessment of environment and curriculum based assessment.

Analysis
- Data evaluated identifying contextual factors influencing akonga learning, identify trends, develop shared hypothesis.
- Copy of data analysis sent to school.

Goal setting
- Data and analysis is used to identify, define, prioritise and agree on outcomes and identify solutions that build capacity .
- Set specific, measurable, achieveable, realistic, timeframed (SMART) goals.
- Co-construct a collaborative action plan with stakeholders.

Planning
- Collaboratively the team considers and evaluates possible realistic actions, strategies and programmes that are evidence and strengths based to achieve the desired outcomes in a culturally responsive and inclusive way.

Implementation
- Team members contribute and support the implementation of the agreed plan progressing against set goals and identifying and addressing any barriers to implementation.

Monitoring
- RTLB facillitate regular collaborative team monitoring ensuring adherence to the plan and evaluation of effectiveness of intervention.
- Adaptations to plan made as necessary.

Review
- The team reviews the intervention and considers whethers outcomes were achieved. Celebrations and barriers are identified.

CLosure
- Cases close when the team agrees the intervention has led to the agreed outcomes or it is identified that other pathways need to be explored.
- RTLB present the final summary to the team and record the final outcomes on the cluster data base.
- Closure documentation is sent to the school and whanau along with a case evaluation for the class teacher to complete.