

**Policies and Procedures**

**Policies Governing the Operational Delivery of the RTLB Service in the Western Bay of Plenty**

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**NOTE:**

The format followed in this document has the policy first (in **bold**) followed by the procedures.

**1. APPOINTMENTS**

**Western BoP RTLB will employ the best person for the job advertised in accordance with its lead school’s EEO policy and all relevant employment agreements and awards.**

A. Cluster Manager

1. The Board of Trustees Appointments Sub-Committee of the Lead School appoints the Cluster Manager. The sub-committee consists of the Lead School Principal, two members of the Lead School Board of Trustees, a Ministry of Education representative, a Tauranga Moana secondary school representative,[[1]](#footnote-1) and a Tauranga Moana Iwi representative and may include a RTLB representative.
2. The Appointments Sub-Committee follows the process outlined in *Appointments Process* in Appendix A.
3. All decisions on permanent staff appointments must be ratified by the full Board of Trustees.
4. If an appeal against the appointment is lodged, a BOT member who was not on the original Appointments Committee will be appointed to review procedures. Consultation with NZSTA/NZEI will be entered into as appropriate.

B. Resource Teacher Learning and Behaviour (RTLB)

1. An Appointments Sub-Committee appoints all RTLB. This sub-committee consists of the Lead School Principal, the Cluster Manager, and RTLB Practice Leader, and may include a Tauranga Moana Iwi representative, and may include a WBoP secondary school representative.[[2]](#footnote-2)
2. The Appointments Sub-Committee follows the process outlined in *Appointments Process* in Appendix A.
3. All decisions on permanent staff appointments must be ratified by the full Board of Trustees.
4. If an appeal against the appointment is lodged, a BOT member who was not on the original Appointments Committee will be appointed to review procedures. Consultation with STA/NZEI will be entered into as appropriate.

C. Practice Leader

1. The Cluster Manager is responsible for the appointment of RTLB Practice Leaders.
2. The Cluster Manager will form an Appointments Committee comprising the Cluster Manager, a Practice Leader and the Lead Principal or her / his nominee.
3. The Appointments Committee will follow the process outlined in Appendix B.
4. If an appeal against the appointment is lodged, the Chairperson of the Lead School BOT will review the appointment against procedures.

D. Other Staff

1. Additional support staff appointed to assist in the development or daily operations of the cluster will be appointed as a consequence of a rigorous needs analysis.
2. Additional support staff will be appointed by the Cluster Manager and Lead School Principal in concert.
3. Unless needs dictates otherwise, additional support staff will be appointed only on fixed term contracts.

**2. BULLYING, DISCRIMINATION and HARASSMENT**

**Bullying of, discrimination against and harassment by or of a member of the cluster, either in the workplace or as a consequence of the workplace, is unacceptable.**

Definitions

**Bullying** is overt and covert. Overt bullying includes threats, intimidation, stand-over tactics, coercion, verbal abuse, degrading language and gestures, shouting, yelling or screaming, unexplained rages, unjustified criticism and insults, nit-picking and finding fault without justification, constant humiliation, belittling remarks, unjustified threats of dismissal or other disciplinary procedures and punishment without reasonable justification. Covert bullying includes deliberately overloading a colleague with work and imposing impossible deadlines, sabotaging an employee’s work by withholding information that is required for task completion, hiding documents or equipment, not providing appropriate resources and training, consistently isolating or ignoring an employee, and the detrimental changing of an employee duties or responsibilities without reasonable justification. Bullying between staff may include teasing, practical jokes, gossiping, excluding and criticising on a regular and systematic basis.

**Discrimination** occurs when a person is treated unfairly or less favourably than another person in the same or similar employment circumstances. It may be structural where an entire network of rules and practices advantages a dominant group over a lesser group, direct when it specifically excludes a person from a benefit or opportunity because of factors unrelated to their ability to do the job, or indirect when people are treated the same but in practice that treatment has a detrimental effect on a person or persons.

**Racial harassment** is uninvited behaviour that humiliates, offends or intimidates someone because of their race, colour, ethnic or national origin. It can be spoken, written, visual or a physical act. (Human Rights Act 1993) Racial harassment can include making offensive remarks and / or jokes about a person’s race, mimicking the way a person speaks, calling people by racist names, and deliberately pronouncing people’s names wrongly.

**Sexual harassment** can include personally offensive sexual verbal comments, sexual or smutty jokes, repeated comments or teasing about someone’s alleged sexual activities or private life, persistent unwelcome social invitations, telephone calls or emails from workmates at work or at home, following someone, offensive hand or body gestures, unwelcome physical contact such as patting, pinching, touching or putting an arm around another person’s body, provocative visual material, hints or promises of preferential treatment in exchange for sex or threats of differential treatment if sexual activity is not offered, and sexual assault and / or rape.

**Workplace harassment** is unwanted and unwarranted behaviour that a person finds offensive, intimidating or humiliating and is repeated, or significant enough as a single incident, to have a detrimental effect upon a person's dignity, safety and well-being. It can range from behaviour causing slight embarrassment through to criminal acts. Workplace harassment is actions that create a generally “hostile” work atmosphere of repeated put-downs, offensive stereotypes, malicious rumors, or fear tactics such as threatening or bullying. It can take the form of repeated jokes, teasing, flirting, leering or sleazy “fun”, be an isolated but significant incident such as a violent or sexual attack, and constitute comments or behaviour that expresses hostility, contempt or ridicule for people of a particular race, gender or age.

**Technological Harassment** is the sending and receiving of pornographic, sexually explicit or offensive material through email and other forms of communication technology.

Procedures

1. All concerns and complaints, as defined above, will be managed effectively by following the Complaints and Concerns policy and procedures.

**3. CLUSTER MANAGEMENT**

**Western BoP RTLB will be managed efficiently and effectively to provide a service that provides positive and equable outcomes for all schools that have access to its resources.**

Procedures

###### A permanent Lead School to host the cluster and provide governance will be appointed by the Ministry of Education.[[3]](#footnote-3)

###### The Lead School Board of Trustees will enter into a funding and service agreement with the Ministry of Education that outlines the board’s governance responsibilities.

###### These will include:

*Governance*

* The ratifying of cluster policies.
* Ensuring effective cluster management.

*Employment*

* The employment of the Cluster Manager, RTLB Practice Leaders, RTLB and any appropriate support staff.
* Ensuring that the cluster provides services that meet the needs of all students within Tauranga Moana, especially Māori and Pasifika.

*Funding*

* Receiving and managing the funds on behalf of the cluster.
* Approving the annual cluster budget.
* Ensuring robust accounting practices for the use of RTLB funds.
* Ensuring transparent and equitable processes for all fund allocations.

*Accommodation*

* The provision of appropriate housing in host school kura / schools or other suitable buildings for RTLB.

*Reporting*

* Reporting annually, within set timeframes and formats, on the operation of the service to the Ministry of Education.
* Submitting a cluster financial report and disbursements within set timeframes.
* Ensuring regular reporting to the boards of trustees of kura / schools within Tauranga Moana on the outcomes of the RTLB service.
* Ensuring regular reporting on the effectiveness of interventions for Māori and Pasifika.

*Systems*

* Establishing effective systems that take into account parents, families / whanau, and iwi needs and aspirations.
* Establishing and maintaining effective communication with iwi to report effectiveness of provision of service for Māori.
* Ensuring effective communication between the Lead School Principal and the Cluster Manager.
* Delegate the day-to-day management of the RTLB service to the Cluster Manager.

###### The Lead School Board Principal will have the delegations for cluster management on behalf of the Lead School Board of Trustees.

###### These will include:

*Employment and Management*

* The appointment of a Cluster Manager in consultation with appropriate representatives of all stakeholders of the RTLB service in Tauranga Moana.
* The provision of support to the Cluster Manager on employment issues.
* The performance management of the Cluster Manager.

*Use of Funding*

* The establishment of an annual budget for the cluster.
* Ensuring that RTLB funding is attached to the school’s financial statements.
* The approval of and accounting to the board of trustees for expenditure against cluster financial targets.
* Supporting a robust needs analysis process to inform equitable allocation of funding and resourcing.
* Ensuring that there is priority needs-based distribution of funding or resources.

*Reporting*

* Receiving monthly report on cluster activities from the Cluster Manager.
* Reporting to the board of trustees on the activities of the cluster.
* Reporting on the effectiveness of interventions for Māori and Pasifika.

*Liaison*

* Meeting quarterly with the local Ministry of Education Special Education District Manager.
* Meeting with representatives of other stakeholders of the cluster.

###### The Cluster Manager is responsible for the funding, resourcing and employer obligations of the RTLB cluster. S/he ensures that schools / kura, teachers / kaiako and students in the cluster region of Tauranga Moana receive an equitable, high-quality RTLB service and that RTLB are supported and developed in their roles.

###### The Cluster Manager is responsible for:

*Employment*

* The appointments of RTLB and Practice Leaders. [[4]](#footnote-4)

*Personnel Management*

* Implementing and managing an effective performance management cycle for all RTLB including the provision of professional development for individuals and groups cluster-wide.
* Ensuring that an appropriate process is followed for RTLB induction and attestation.

*Planning*

* Completing regular needs analyses to identify cluster needs.
* Facilitating a planning and reporting cycle that incorporates self-review.
* Developing a cluster three to five-year strategic plan and annual plans.
* Ensuring that the cluster has the specialist knowledge and skills to meet identified needs such as Tātaiako cultural competencies, support for Māori and Pasifika students, and similar needs.

*Meeting Cluster Needs*

* Ensuring that a clear referral process for the service is understood and followed by all RTLB and all schools / kura.
* Developing operating systems and processes that support a credible, consistent, high-quality RTLB service.
* Liaising with all appropriate cluster stakeholders and agencies.
* Ensuring that the needs of Māori and Pasifika students are met.
* Developing effective and reliable communication networks with cluster schools / kura.
* Developing, communicating with and supporting a professional RTLB workforce.

*Budgeting*

* Drafting an annual budget for the approval of the Lead School Board of Trustees.
* Maintaining accurate financial records.
* Working within the financial guidelines and system established by the Lead School.

*Reporting*

* Presenting monthly financial and operational reports to the Lead School Principal and Board of Trustees.

*Data*

* Collect, collate and analyse data to identify the effectiveness of all RTLB interventions, especially with Māori and Pasifika students.
* Collect, collate and analyse data to evaluate annual service delivery annual targets.

###### Practice Leaders are appointed by the Appointments Sub-Committee to provide leadership, support and guidance to RTLB. They are responsible to and work under the direction of the Cluster Manager. Their roles may include leading practice professional development, working with specific groups and developing new programmes.

###### Practice Leaders responsibilities may include:

*Supporting Western BoP RTLB Practice*

* Supporting the Cluster Manager in professional development, performance supervision and performance appraisals.
* Providing professional support to RTLB including mentoring and coaching as required.
* Supporting specialist RTLB in their roles.
* Orientation and induction of RTLB who are new to the cluster.
* Supporting RTLB in training.
* Supporting culturally competent practice.
* Any other task so designated by the Cluster Manager.

*Supervision*

* Ensuring that RTLB practice is in accord with the practice guidelines.
* Ensuring that all practice meets the principles of the Treaty of Waitangi. e.g. effective partnerships with iwi and other Māori providers, protection of children and participation of parents and family / whanau.

*Reporting*

* Providing the Cluster Manager with regular data relating to service delivery.
* Providing the Cluster Manager with regular reports on all interventions.

*Advocating*

* Ensuring that RTLB have the necessary resources for their work.
* Working with the Cluster Manager to facilitate a high level of effective professional learning that derives from the cluster strategic plan.

*Liaison*

* Developing a community of practice with a shared purpose.
* Providing open and reciprocal communication within the service and the cluster.

**4. CONCERNS and COMPLAINTS**

**Concerns are informal and every attempt should be made to discuss concerns with those involved at the first opportunity and solutions reached that maintain the mana and dignity of those involved.**

**All formal complaints will be taken seriously and dealt with quickly, confidentially and in accordance with procedures that are equitable and sensitive to all parties.**

Procedures

1. Wherever possible, concerns will be resolved informally through discussion and mutual agreement between the parties on the course of action to be taken. Where this has not resolved the concern, a *formal* *complaint* may be laid.
2. All formal complaints must be in writing and lodged with the Lead School Principal who will acknowledge its receipt.
3. The Principal has the authority to delegate the matter to another staff member where appropriate.
4. The person against whom a complaint is made will be advised of the nature of the complaint as soon as practicable.
5. Wherever possible the complaint will be resolved informally through discussion and mutual agreement between the parties on the course of action to be taken.
6. Where resolution as described in 4 above is unsuccessful, the Principal will ensure that the validity of the complaint is investigated in accordance with the procedures and protections of the relevant collective agreements.
7. Once the investigation is complete the Principal (or delegate) will advise both parties of its outcome and consequent decision. Such an outcome is confidential to the principal and both parties.
8. Written confidential records of any meetings must be taken and retained by the Principal (or delegate).
9. Should the outcome be unsatisfactory to either party, there is a right of appeal to the Chairperson of the Lead School Board of Trustees who will review the process followed, the evidence presented and the decision made. The decision of the Chairperson is final.
10. If the complaint involves both the Cluster Manager **and** the Lead School Principal, the complaint will be made in writing to the BoT Chair.

**5. CULTURAL RESPONSIVENESS**

**RTLB will work in a way that demonstrates understanding of a student’s history, customs and world view – working in a genuine partnership with families / whanau.**

Procedures

Aotearoa New Zealand communities are diverse, with many cultures. RTLB will understand and respect the social nd culture influences on learning in the mulit-cultural context of Aotearoa. They will place importance on cultural knowledge and understanding the right of Maori to define, protect, promote and control all of their treasures and resources ( RTLB Toolkit (pg 7). This is about RTLB understanding a student’s history, customs and world view and working in a genuine partnership with families/whänau. Ministry documents and plans that inform working in a culturally responsive way include Tataiako, Ka Hikitia, and the Pasifika Education Plan.

The higher-level principles within these documents can also be applied to effective teaching and practice. (RTLB Toolkit, p11 )

Working in a culturally responsive way is essential when working with Maori and Pasifika. However working in a culturally responsive way can have wider implications as well, eg; faith/belief structures, ethnicities, past experiences, gender, socio economic drivers, and these also have considerations that go with them.

These can include / but are not limited to:

* The tikanga / kawa of those involved in the conference and the local iwi / hapu.
* The use of mihimihi – karakia – Kaumatua involvement in the process.
* How these processes align with cultural traditions – and the important of explaining to those involved – the process – the rational – the expectations.
* The use of key significant people - Minister / Elders / Kaumatua / Community members / Sports coach...
* The appropriateness of venue: Marae – Wharenui – Church – Community centre.
* The incorporation of cultural / religious ritual – prayer – ‘reading’ – creed
* The mana / respect of the facilitator/s in relation to those involved – and capacity to work cross culturally.

Put simply - Listen attentively - question curiously – presume nothing.

**6. DELEGATIONS**

**The Lead School Board of Trustees [[5]](#footnote-5) makes the following delegations to the Cluster Manager of RTLB Western BoP RTLB for the appropriate management of the Cluster.**

Delegated Responsibilities:

1. Day-to-day financial management and budgeting.
2. Day-to-day personnel management.
3. All RTLB performance management processes in accordance with the policy and procedures outlined in 10. *Performance Management*
4. Annual construction and completion of the Cluster Annual Report, Financial Report, Strategic Report, reports against designated MOE priorities, and any other report requested by the Lead School Board of Trustees.
5. All Cluster appointments in accordance with 2. *Appointments*.
6. Creation, use and maintenance of professional relationships with relevant external agencies and groups. (e.g. advisory)
7. Creation and development of systemic approaches to ensure effective service delivery.
8. Planning and review.
9. Accessing and trialling innovative approaches to improve student outcomes and Cluster personnel development.

**7. ETHICS**

**All Western BoP RTLB are committed to ethical conduct in all areas of their service and in particular, acknowledge and support the intents and principles of the Lead School Charter.**

Procedures

All RTLB will follow the Code of Ethics for Certified Teachers (Education Council)

**1. Commitment to Learners**

Teachers will strive to:

* develop and maintain professional relationships with learners based upon their best interests of those learners,
* base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach,
* present subject matter from an informed and balanced viewpoint,
* encourage learners to think critically about significant social issues,
* cater for the varied learning needs of diverse learners,
* promote the physical, emotional, social, intellectual and spiritual wellbeing of learners,
* protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.
  + ensure all client information remains in the office
  + ensure confidentiality of all information carried on their person

**2. Commitment to Parents/Guardians, and the Family/Whānau**

In relation to parents/guardians, and the family/whānau of learners, teachers will strive to:

* involve them in decision-making about the care and education of their children
* establish open, honest and respectful relationships
* respect their privacy
* respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

**3. Commitment to society**

In fulfillment of their obligations to society, teachers will strive to:

* actively support policies and programmes which promote equality of opportunity for all,
* work collegially to develop schools and centres which model democratic ideals,
* teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

**4. Commitment to the Profession**

* In fulfillment of their obligations to the teaching profession, teachers will strive to:
* advance the interests of the teaching profession through responsible ethical practice
* be loyal to the cluster and it’s mission
* present professionally at all times
* respect the integrity of the Lead School Principal, Cluster Manager and RTLB colleagues
* disagreements with cluster policy or practice and resolved within the cluster
* regard themselves as learners and engage in continuing professional development
* be truthful when making statements about their qualifications and competencies
* contribute to the development and promotion of sound educational policy
* contribute to the development of an open and reflective professional culture
* treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning
* assist newcomers to the profession
* respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose
* speak out if the behaviour of a colleague is seriously in breach of this Code.

**8. FLEET CARS**

**Fleet cars are an RTLB resource, to be used for the use and benefit of the Western Bay of Plenty RTLB Service. They are a resource to be used to reduce the costs of travel to the RTLB Service.**

Procedures

Driving and Garaging

1. Fleet cars are prioritised for the Western Bay of Plenty RTLB service, but may be driven by employees and Board of Trustee members of Te Akau ki Papamoa School.
2. All persons driving a fleet car MUST hold a full New Zealand drivers licence.
3. Fleet cars will not be used for private use, unless arranged prior with the Cluster Manager.
4. Fleet Cars will not be taken home overnight, unless arranged prior with the Cluster Manager

Cars as a work site

1. The Fleet Cars are defined as a work environment. As such, any person present in the vehicle (passengers and driver) will be subject to the Western Bay of Plenty RTLB Code of Conduct
2. Fleet cars will be kept clean and tidy. Drivers must check and ensure this at the completion of each journey.
3. There is no eating in the Fleet cars.
4. There is no smoking in the Fleet cars.
5. All New Zealand laws (including speeding and parking) must be complied with. Any infringements are the responsibility of the driver. The driver must inform the Cluster Manager immediately and settle the infringement debt at the first opportunity.

Fleet Car Guidelines

1. The Cluster Manager will establish clear procedures to follow when booking and using a Fleet Car.
2. Staff wishing to book and use the Fleet Car will follow RTLB Cluster Guidelines.
3. Staff using the fleet cars are to alert the CM if any alert light show on the dash.
4. If staff get a puncture, they should ensure that the puncture is repaired asap, alert the CM and seek reimbursement.

Accident

1. In the case of an accident, the driver will NOT admit culpability or liability.
2. They will endeavour to obtain the full contact and insurance details of all vehicles involved.
3. In the case of an accident, the driver will inform the Cluster Manager immediately.
4. In the case of damage to a Fleet car, the driver will inform the Cluster Manager immediately.

**9. HOME VISITS and collaborating with WHANAU / FAMILIES**

**To ensure that whanau / families are actively engaged and involved in all aspects of the RTLB process it may be appropriate to visit whanau / families in their homes. To ensure the safety of RTLB during a home visit the following procedures must be followed:**

Procedures

RTLB interventions should acknowledge the family’s aspirations for their child’s education (Toolkit p14).

Whanau / families should:

1. Be actively engaged and involved in all aspects of the RTLB process
2. Feel encouraged and empowered in their acknowledgement and decision-making

RTLB will:

1. Ensure all communication is culturally appropriate
2. Access an interpreter if necessary
3. Ensure appropriate liaison people from the whanau / family’s community
4. Establish and build on positive relationships
5. consult with the school principal and/or other relevant staff members as to the appropriateness and timing of the visit before any home visit is made.
6. take every precaution to ensure their safety.
7. record the address of the home visit on their RTLB calendar / timetable.
8. not to meet with students away from the school site unless the provisions of 2 and 3 above have been met.

**10. LEAVE OF ABSENCE**

**Staff leave requests will be considered in a fair and equitable manner in order to accommodate individual professional and personal needs while maintaining staff stability and minimising disruption to school learners and cluster service effectiveness.**

Procedures

1. Applications for leave must be submitted to the Cluster Manager in writing. [[6]](#footnote-6) Each application is judged on its merits and should not be considered as a guarantee for acceptance in other cases.
2. Applications will be considered against the provisions of the relevant Collective Agreement and relevant legislation will be followed.
3. Applications for short-term leave (up to 2 weeks) must be submitted to the Cluster Manager at least 10 days prior to the event.
4. Applications for sabbatical leave (under 6.7.1)[[7]](#footnote-7) and for study leave (under 6.6) will be submitted to the Lead School Board of Trustees through the Cluster Manager at a monthly meeting at a minimum of 2 months prior to the intended commencement of the leave.
5. Applications for sick leave will be granted according to the provisions of the relevant Collective Employment Agreements.
6. Discretionary and unpaid leave will be considered by the Lead School Board of Trustees through the Cluster Manager according to the provisions of the relevant Collective Employment Agreements. In considering such applications the following criteria will be used:

* equitable treatment for all staff
* disruption to the delivery programme
* availability of replacement staff
* length of service
* time since last approved leave
* nature of the request.

1. Relevant certificates must be attached to the application. e.g. medical certificates.
2. Decisions on all leave applications, with the exception of sabbatical leave and study leave, will be the joint responsibility of the Cluster Manager and the Lead Principal
3. Decision on leave will be communicated by the Lead Principal to the staff member in a timely manner.

**11. PERFORMANCE MANAGEMENT**

**Western BoP RTLB believes that individual performance management provides RTLB with the professional guidance and support required for personal, group and cluster development. The use of evidential data contributes to clarity of purpose, identifies specific development opportunities, and informs the Cluster Strategic and Annual Plans.**

Procedures

RTLB appraisal and development (Toolkit p 45) is a dynamic and continuous process.

*Roles*

1. The Cluster Manager will establish and publish a performance management cycle including a clear description of process [[8]](#footnote-8) that is in accordance with the performance management policy of the Lead School Board of Trustees.
2. The Cluster Manager is responsible for the appraisal of RTLB, and may delegate this responsibility to a practice leader.
3. The Cluster Manager establishes the timeframe for the annual appraisal cycle.
4. The Lead Principal is responsible for the appraisal of the Cluster Manager.
5. Where competency and / or employment issues arise, the Lead School Principal and the Lead School Board of Trustees will be responsible for addressing the issues in accordance with Board policies and the relevant employment agreement.
6. Where required, the Cluster Manager may establish an individual performance agreement with an RTLB in order to build capability.

*Appraisals*

1. Performance appraisals occur every year as part of performance management.
2. The performance appraisal process provides a balance between accountability and development.
3. It provides an opportunity for the appraiser to provide constructive feedback and support on performance and development.
4. RTLB are appraised according to the dimensions with in the Indicators for Registered Teacher Criteria (RTC) and according to the criteria within the relevant teacher collective agreement.

*Appraisals will:*

* Take place within a structured, monitored and continuous process and in a supportive environment
* Are evidenced based
* Are linked to, and ensure, relevant professional learning aligned to the cluster strategic plan and linked to each RTLB development plan
* Include a record of the issues raised and the decisions reached
* Include self appraisal as an integral part of the process
* Are aligned with the professional standards for kaiako/teachers contained in the employment agreement, the RTC and the Indicators for RTLB model of practice
* Are aligned to the cultural competencies for teacher of Maori learners in Tataiako
* Identify resources needed to support agreed goals
* Support both individual and cluster performance
* Align individual and cluster performance
* Align individual goals and objectives with cluster vision
* Address individual and cluster development

**12. PROFESSIONAL DEVELOPMENT**

**Ongoing professional development contributes to the building and sustaining of an effective cluster service that improves outcomes for all students in the RTLB cluster.**

Definition

Professional development is the skills and knowledge gained for both personal and career advancement. It encompasses all types of facilitated learning opportunities including degrees, post-graduate qualifications, specialist papers, conferences, courses, formal and informal learning opportunities. [[9]](#footnote-9)

Procedures

*Roles*

1. The Cluster Manager is responsible for ensuring that each RTLB has a professional development plan that is annually reviewed as part of the performance appraisal cycle. This role may be delegated to the practice leaders.
2. Where appropriate, the Cluster Manager may involve the Lead Principal in considering applications for professional development.
3. RTLB requests for individual professional development must be submitted to the Cluster Manager on the Professional Development Request Form [[10]](#footnote-10) prior to course delivery
4. When RTLB have attended Professional Development, feedback is expected to be offered to the wider RTLB team.
5. Where professional development involves a course of study at graduate or post-graduate level, RTLB must discuss the request with the Cluster Manager prior to making any application. Such a discussion will include financial support, leave of absence requirements and other relevant matters.

*Performance coaching*

1. Performance coaching is available to all RTLB through the cluster manager and/or practice leaders.
2. The Cluster Manager may request RTLB to attend specific professional development.

*Professional learning is:*

1. Planned and based on individual needs through the RTLB professional development plan
2. Both informal and formal
3. Funded at a cluster lever
4. Is evidenced based
5. Responsive to the cluster strategic plan and identified RTLB needs
6. Linked to national curriculum initiatives and Ministry priorities
7. Led by credible facilitators

**13. PROFESSIONAL RELATIONSHIPS**

**Western BoP RTLB acknowledges that the professional relationship between RTLB, schools, students, parents and family / whanau and agencies are of key importance in the delivery of a service that provides the best outcomes for the learners.**

Procedures

1. RTLB will engage in ethical, respectful, positive and collaborative relationships with RTLB colleagues, learners, school staff, other professionals, whanau and other carers, agencies, groups and individuals in the community.
2. RTLB will identify the key learning relationships in each student case allocated to them and seek means to establish, develop and maintain such relationships.
3. RTLB will ensure that their communication skills are of a standard that enables them to establish, develop and maintain relationships with learners, parents, family / whanau and teachers.
4. Where professional relationship requires knowledge of tikanga or a perspective appropriate to other cultures, RTLB shall seek guidance to ensure that they have the best information available.
5. RTLB will maintain professional relationships with other agencies that enable a consistent and supportive exchange of confidential information in support of a better learning outcome for the child.
6. RTLB will enable professional collegial relationships that provide the opportunity for the giving and receiving of feedback about professional conduct.
7. Should a conflict in professional relationships arise or a breakdown in a professional relationship occur, RTLB shall seek advice and guidance from a Practice Leader or the Cluster Manager as to the best resolution of the situation.

**14. PROFESSIONAL SAFETY**

**Western BoP RTLB believes that all matters, which may place the RTLB or cluster at professional risk, must be discussed with the Cluster Manager at the first opportunity.**

Procedures

1. Discussions or information which may compromise the safety or professionalism of either RTLB’s or the RTLB Service must be discussed with the Cluster Manager as soon as possible
2. The disclosure or potential disclosure of sensitive information, which may lead to legal action, or Child Youth and Family intervention, must be discussed with the Cluster Manager at the first opportunity.
3. The decision on how best to notify the school of the disclosure or potential disclosure of sensitive information, which may lead to legal action, or Child Youth and Family intervention will be made by the Cluster Manager, in discussion with the RTLB practitioner.

**15. RECORD KEEPING**

**Western BoP RTLB believes that accurate record keeping is critical for the assessment and evaluation of service delivery and for ensuring that student and school objectives are achieved.**

Procedures

1. RTLB will use all aspects of the cluster record keeping and data gathering systems for all student cases as directed by the Cluster Manager.
2. RTLB will keep records of all other engagements as directed by the Cluster Manager. e.g. individual performance management data, weekly timetables
3. Support and assistance will be provided to RTLB to utilise these systems.

**16. REFERRAL, INTAKE and CLOSURE PROCESSES**

**The cluster will have clear processes that ensures there is equitable access to the RTLB service for all students.**

Procedures

###### A teacher / SENCO / school will refer to our service using the referral template. This is available to all schools electronically on [www.rtlbcluster18.co.nz](http://www.rtlbcluster18.co.nz)

###### Liaison RTLB will provide support for schools when making a referral

###### Once a referral is received by the RTLB service, it will be considered against set criteria, by the RTLB Referral Committee (RTLB Toolkit p 38).

###### The Referral Committee will meet weekly. Schools will be notified within 5 working days of the referral decision.

1. If required, a referral may receive a ‘consult’ service by the Practice Leader, as per the Service Delivery guidelines.
2. Accepted referrals will move to the Wait List to be allocated an RTLB by the Practice Leaders on a two weekly allocation meeting.

###### Once a referral has been allocated to an RTLB, the RTLB practitioner will contact the school within 5 working days to inform the school of the next steps. The RTLB will then follow the 10 Step Practice Sequence (RTLB Toolkit p 21)

1. The cluster will have clear processes around closure, including a closure evaluation form, (Appendix E) that support cluster planning and reporting.

**17. RTLB FUNDING to Schools**

**Western BoP RTLB will ensure that RTLB Funding provided for the support of Years 0-13 students with learning or behavioural difficulties will be allocated equitably and according to Ministry guidelines.**

**A. RTLB Funding Years 11-13** (See also Appendix D)

Procedures

###### Year 11-13 funding will be allocated to schools according to Ministry guidelines and based on identified needs.

###### 10% of total Years 11-13 funding may be used to provide cluster resources.

###### Year 11-13 funding will be allocated on a needs basis at a meeting in response to applications submitted by schools on the appropriate forms.

###### Schools will provide to the Cluster Manager a progress and a final report on the student outcomes from the funding allocation and return any unspent money.

###### Applications for Years 11-13 funding can only be made against current year allocations.

###### In November of each year, the Cluster Manager will construct an allocation utilisation report to inform the Cluster Strategic Plan and Annual Report.

###### 

**B. RTLB Funding Years 0-10** (See also Appendix C)

Procedures

1. RTLB Funding 0-10 years is allocated to support identified students who are currently on an RTLB roll, to support the building of teacher capability, and / or for project funding.
2. 10% of total Years 0-10 funding may be used to provide cluster resources.
3. The aim of Teacher and Project funding is to develop sustainable programs/ skills/ interventions that build school capability and reduce RTLB referrals. They are all driven by school data and are formulated in conjunction with RTLB
4. Year 0-10 funding will be prioritized to meet and support RTLB interventions within the cluster.
5. RTLB are encouraged to use RTLB Funding in creative and innovative ways in order to develop school and teacher capability.
6. Once RTLB funding has been allocated it is to be reviewed at 10 weekly intervals. An allocation will not exceed 30 weeks.
7. Allocations may also include a provision for professional support. [[11]](#footnote-11)
8. The Cluster Manager will establish a realistic RTLB Funding 0-10 budget at the beginning of each term.
9. RTLB Funding applications will be made by RTLB, in collaboration with key school personnel, according to a published application process, and according to a published timeline.
10. Properly completed RTLB Funding applications will be presented at a LSF Committee Meeting of the Cluster Manager (or delegate) and RTLB representatives and decisions made in accordance with Ministry guidelines.
11. The Cluster Manager will ensure confirmation of RTLB funding is sent to each school’s principal or SENCO.
12. The Cluster Manager will ensure accurate records are kept of allocated RTLB Funding details and will provide appropriate data outcomes to inform the Cluster Strategic and Annual Plans.

**18. RTLB INDUCTION**

**Western BoP RTLB will have a clear process for the induction and orientation of all RTLB who are new to the cluster in which an appropriate amount of time is allocated to ensure an effective and efficient transition.**

Procedures

1. The Cluster Manager is responsible for the induction of all RTLB who are new to the position or to the cluster.
2. The Cluster Manager may delegate aspects of the induction process to Practice Leaders and / or to other RTLB according to circumstance
3. The induction process will be clearly documented, tailored to the individual needs of each RTLB and to the needs of the Cluster.
4. Induction processes may typically include an introduction to Cluster guidelines and processes, identification of local schools and agencies, coaching and supervision, limited case allocation and the provision of time for background reading about Cluster practices.

**19**. **STATIONERY PROVISIONS**

**Western BoP RTLB will ensure that all RTLB have adequate supplies of stationary and other relevant work-related provisions to support their practice effectively.**

Procedures

1. An annual stationery and work-related provisions budget is established by the Cluster Manager.
2. Where practicable stationery and work-related provisions will use a centralised purchasing system.
3. All RTLB stationery and provision requirements will be forwarded to the Cluster Manager.
4. All Manager-approved RTLB purchases of stationery and other work-related provisions must have an order number. Any reimbursement for such a purchase will only be made on the presentation of an invoice / receipt.

**20. SUPERVISION**

**Supervision is a component of RTLB and assists RTLB to work in an ethical and professional manner. Supervision (toolkit p38) should provide support and oversee performance and appraisal and also provide a professional forum for: reflection, shared problem solving and case support.**

Procedures

There are two types of supervision (toolkit pg 38). In Western BoP we follow our Supervision Framework (see Apendix XX):

Performance Supervision

1. Confidential professional supervision is arranged by the Cluster Manager for all RTLB as requested.
2. The selection of a confidential supervisor and the timing of supervision is agreed between the Cluster Manager and individual RTLB.
3. Funding for confidential supervision is provided through the Cluster Administration Grant under a specific coding.
4. A change of confidential supervisor can only be made with the agreement of the Cluster Manager.
5. The provision of confidential supervision will be reviewed by the Cluster Manager every two years.

Practice Supervision:

**Support for practice is provided** (see Supervison Framework) through:

* Collegial conversations
* Formal peer supervision (Wendy Baker model)
* 1:1 supervision (within the team)
* 1:1 supervision (across RTLB cluster)
* 1:1 supervision ( outside supervision)

**Caseload reflection / review with RTLB and Practice Leader:**

* This process will occur at least once a term at a time and venue negotiated between the RTLB and Practice Leader
* The RTLB will prepare a caseload review to share with Practice Leader prior to the meeting
* The RTLB will discuss their caseload in relation to the Practice Sequence, challenges and next steps
* An outline of the discussion will be kept and may include firm recommendations

**Case review with RTLBs and Practice Leader (R and R):**

* This process will occur once a fortnight at a time and venue negotiated with the group
* Each RTLB will be expected to attend
* Each RTLB will be expected to prepare a case to discuss, using a review template, and to share this with the group
* The structure and framework of the review may be adapted to meet the needs of each group

**21**. **TIMETABLES**

**Western BoP RTLB believes that effective use of resources, especially of its professional personnel, is a priority if the needs of the region are to be met.**

Procedures

1. All RTLB are required to submit weekly timetables to the Cluster Manager in a format and according to a timeframe established by the Cluster Manager.
2. The Cluster Manager will use the information gathered from RTLB timetables to provide supporting data for Cluster and Ministry objectives and to monitor workload

**22**. **TRAVEL REIMBURSEMENT**

**Western BoP RTLB cluster will reimburse RTLB, Practice Leaders and the Cluster Manager for travel for their work in accordance with the relevant collective agreement.**

Procedures

1. Funding for travel is a specified resource provided annually by the Ministry of Education and must be used for its designated purpose.
2. Where RTLB or the Cluster Manager use their private vehicles for work, a rate per kilometre as specified in the relevant Collective Employment Agreement [[12]](#footnote-12) will be reimbursed.
3. Reimbursement rates identified in 2 above are calculated from the normal place of work of an RTLB to the allocated case school except when:

* the distance from an RTLB’s home to the normal place of work is 10km and the RTLB’s travels directly to a school 12 km away for a first appointment, the reimbursement total will be 2 km. From then on reimbursement is paid according to appointments. Equally, at the end of the day if an RTLB travels from the last appointment directly to home 15 km away, the reimbursement is for 5 km.

1. Daily travel logs listing schools visited and distances will be maintained by each RTLB and submitted to the Cluster Manager for approval according to the schedule set out by the Cluster Manager. A failure to meet deadlines may result in delayed payments.
2. All approved travel claims will be paid directly to RTLB bank accounts by the financial manager of the Lead School.
3. RTLB will travel together when attending professional development and where practicable in the execution of their daily duties.
4. Where RTLB stay overnight to minimise travel or when attending professional development, relevant allowances will be paid according to the appropriate Collective Employment Agreement.
5. RTLB are expected to arrange meetings with teachers and other relevant persons at times that meet the needs of such persons.
6. Where the Cluster provides a lease vehicle for RTLB use, the same procedures as described above apply.
7. At the end of the financial year, any surplus travel funding will be reallocated to other priorities for the following year.

**APPENDICIES**

###### APPENDIX A – Appointment of RTLB

1. The Lead School Principal and / or the Cluster Manager is responsible for the construction of the advertisement and its placement in *The N.Z. Education Gazette* and any other appropriate place. (e.g. national websites)
2. The application period will be from two to four weeks from date of final advertisement of the vacancy. The closure date of the vacancy will be specified in the advertisement notice.
3. The commencement date will be specified in the vacancy notice and no late applications will be accepted.
4. Job descriptions and criteria for appointment will be constructed by the Lead School Principal and / or Cluster Manager and will be available to all genuine enquiries during the application period.
5. Each application must include a curriculum vitae that identifies the names of up to three referees, two of whom should be able to comment on the applicant’s professional abilities. Referees may be forwarded a referee form for completion.
6. Within a week of applications closing, the sub-committee will shortlist against the position specifications and identify candidates for interview. All interviews will be held within a period of 5 days, the interviewing personnel to remain the same for all interviews.
7. The Lead Principal will advise the successful applicant as soon as possible after the decision. The successful applicant will be asked to advise the Lead Principal of acceptance or non-acceptance verbally within 24 hours and in writing within five days of notification. Written confirmation of the appointment will be forwarded to the appointee.
8. In the case of non-acceptance the BOT will offer the position to the applicant ranked next on the list. All unsuccessful applicants will be advised in writing of non-appointment as soon as possible.
9. If no applicant is considered suitable for the position advertised, the position may be re-advertised.

**APPENDIX B** – Appointment of Practice Leaders

1. The Cluster Manager is responsible for constructing an advertisement for the position. The advertisement will specify the number of Management Units attached.
2. The application period will be from two to four weeks from date of final advertisement of the vacancy. The closure date of the vacancy will be specified in the advertisement notice.
3. The commencement date will be specified in the vacancy notice and no late applications will be accepted.
4. Job descriptions and criteria for appointment will be constructed by the Cluster Manager and will be available to all genuine enquiries during the application period.
5. Within a week of applications closing, the sub-committee will shortlist against the position specifications and identify candidates for interview. All interviews will be held within a period of 5 days, the interviewing personnel to remain the same for all interviews.
6. The Cluster Manager will advise the successful applicant as soon as possible after the decision. The successful applicant will be asked to advise the Cluster Manager of acceptance or non-acceptance verbally within 24 hours and in writing within five days of notification. Written confirmation of the appointment will be forwarded to the appointee.
7. If no applicant is considered suitable for the position advertised, the position may be re-advertised.

**APPENDIX C** – RTLB Funding Application (2013 version)

This can be accessed from [www.rtlbcluster18.co.nz](http://www.rtlbcluster18.co.nz)

**APPENDIX D –** RTLB Funding Application for Y11-13 (2013)

This can be accessed from [www.rtlbcluster18.co.nz](http://www.rtlbcluster18.co.nz)

**APPENDIX E** – Case Feedback Form

The Cluster Manager or email: [marie.p@takp.school.nz](mailto:marie.p@takp.school.nz)

RTLB Western BoP RTLB

PO Box 9012

Greerton Village

Tauranga

We value your response about the service and support that you received from RTLB. Please complete this brief questionnaire and e/mail it to the address above. Thank you in advance for your assistance in providing feedback on the service.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | Your Name |  | |
| Name of student/group | |  | | School |  |
|  | | | | | |
| 1. | How well did the RTLB explain the referral process? (Please circle choice below) | | | | |
| **Poorly** 1 2 3 4 5 **Well** | | | | | |
| 2. | The RTLB | | | | |
|  | **Poorly** 1 2 3 4 5 **Well** | | | | |
|  | How well did the RTLB work to ensure the student was included in all aspects of the classroom learning? | | | | |
| **Not included**  1 2 3 4 5 **Fully included** | | | | | |
| 3. | Did the RTLB work to establish a collaborative team around the student? | | | | |
| **No collaborative team** 1 2 3 4 5 **Yes, very collaborative** | | | | | |
| 4. | How well did the RTLB consider the wider (ecological) influences around the concerns? | | | | |
| **Narrowly focused** 1 2 3 4 5 **Considered wider influences** | | | | | |
| 5. | Did the RTLB work in a culturally responsive manner? (If appropriate) | | | | |
| **Not at all** 1 2 3 4 5 **Culturally respectful / responsive** | | | | | |
|  | | | | | |
| 6. | What were the **most helpful aspects** of the RTLB service for you in this case? | | | | |
|  | | | | | |
| 7. | In your opinion, how can the **RTLB improve** it’s service to you and your school? | | | | |
|  |  | | | | |

**APPENDIX F**  Performance Management Cycle

This can be accessed from [www.rtlbcluster18.co.nz](http://www.rtlbcluster18.co.nz)

**APPENDIX G** – Application for Leave of Absence

This can be accessed from [www.rtlbcluster18.co.nz](http://www.rtlbcluster18.co.nz)

**APPENDIX H** – Types of Intervention Prior to RTLB Referral

|  |  |  |
| --- | --- | --- |
| Check Health – hearing / vision. | | Check student ability to understand instructions |
| Review seating arrangements / lighting / distractions | | Establish and review rules agreed by whole class |
| Teach, display and refer to class rules | | Teach / model appropriate behaviours |
| Focus student attention when giving directions | | Verbally cue, prompt and redirect student |
| Verbally praise appropriate behaviours | | Catch good behaviour with instant, positive feedback |
| Implement reward systems for good choices | | Use collegial support |
| Arrange parent / caregiver meetings | | Communicate clear expectations to students |
| Be consistent | | Adapt curriculum level and / or task expectation |
| Establish and re-establish 1:1 rapport | | Acknowledge and use student’s interests / strengths |
| Vary tasks | | Allow take-up time and positive choices |
| Consult with | Syndicate Leader, HOD, SENCO, Senior Management, Parents / Caregivers | |

**APPENDIX I –** Request for Professional Development

This can be accessed from [www.rtlbcluster18.co.nz](http://www.rtlbcluster18.co.nz)

**APPENDIX J**

**Policies and Procedures in this document will be reviewed ANNUALLY as per the following schedule:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Week 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| TERM 1 | 1.Appointments  2.Bullying, Discrimination and Harassment |  |  | 3.Case Review  4.Case Management |  |  | 5. Complaints  6. Cultural Responsiveness |  |  | 7. Delegations |
| TERM 2 | 8. Ethics |  |  | 9. Fleet Cars  10 Home Visits |  |  | 11. Learning Support Funding |  |  | 12. Leave of Absence |
| TERM 3 | 13. Performance Management |  |  | 14. Professional Development |  |  | 15 Professional Relationships |  |  | 16. Professional Supervision  17 Professional Safety |
| TERM 4 | 18 Record Keeping  19. Referral and Intake process |  |  | 20 RTLB Induction |  |  | 21. Stationery Provision |  |  | 22. Timetables  23. Travel Reimbursement |

1. Where the Lead School is not a primary school, this becomes a primary school representative and vice versa. [↑](#footnote-ref-1)
2. Ibid [↑](#footnote-ref-2)
3. This will be reviewed every three years or at any other time designated by the Ministry. [↑](#footnote-ref-3)
4. In accordance with the Appointments Policy. [↑](#footnote-ref-4)
5. In 2013-14 this is Te Akau ki Papamoa School. [↑](#footnote-ref-5)
6. See Appendix G. [↑](#footnote-ref-6)
7. Primary Teachers’ Collective Agreement [↑](#footnote-ref-7)
8. See Appendix F Performance Management Cycle [↑](#footnote-ref-8)
9. Wikipedia [↑](#footnote-ref-9)
10. See Appendix I [↑](#footnote-ref-10)
11. [↑](#footnote-ref-11)
12. Primary and Secondary Collective Employment Agreements have different reimbursement rates. [↑](#footnote-ref-12)