



Cluster 29: Resource Teacher Learning and Behaviour; Role Description

Description

Resource Teacher Learning and Behaviour (RTLB) are experienced kaiako/teachers trained to support the needs of students whose achievement in learning and behaviour is not fully being realized, and to support their kura/schools and kaiako/teachers.

A Resource Teacher: Learning and Behaviour (RTLB) may be based at an office space at a particular school but is employed by the Board of Trustees of the Lead School for the cluster. The RTLB work across schools within a designated cluster of schools, providing support for schools and teachers in relation to year 0-10 students. RTLB also consult and work collaboratively with Ministry of Education Learning Support teams.

Purpose of the RTLB Position

The role of the RTLB is to provide itinerant specialist support across the cluster to students and teachers, and work with families, in order to improve the education outcomes for students with learning and/or behaviour difficulties. The role will include demonstrating practice, strategy or techniques so that:

- Students receive appropriate programmes that cater for their diverse needs, learning goals and behaviour goals on an ongoing basis.
- Teachers can use the skills they have acquired to include and cater for other students with similar needs in an inclusive and unobtrusive manner.

Accountability

The RTLB will be accountable to the board of the employer school through the cluster manager.

The RTLB will undertake operational procedures consistent with the agreed policies and needs of the cluster.

Responsibilities - RTLB will:

Work within the RTLB Practice Framework

Focus on positive outcomes for students.

Provide a consistent professional standard of evidence-based practice.

Respond to allocated referrals in a timely way and as described in cluster referral processes.

Work collaboratively and within an ecological model, with teachers, relevant school staff and Ministry of Education Learning Support teams to manage the behaviour and/or address the learning difficulties of a whole class, a group, or individual students.

Follow the intervention sequence described in the professional practice section of this toolkit.

- identify needs
- set goals
- implement intervention/s
- monitor progress and assist teachers to adapt or implement programs
- review
- record outcomes

Assist with the transition of designated students between classes and schools.

Collaborate

Communicate and work in ways that respects each school within Te Awa Kairangi Cluster 29: *RTLB and School Procedural' documents.*

Engage in a collaborative, consultative process with the students, kaiako /teachers, parents /whanau/family, and other relevant services.

Work with Ministry of Education Learning Support teams to provide a seamless continuum of flexible service for students.

Consult and collaborate with the Special Education Needs Coordinator (SENCO) and any special needs committee in cluster schools.

Consulate and collaborate with other agencies such as Health, Gateway, Oranga Tamariki.

Report on Case Work

All case work is recorded on the cluster's case management system.

All case work will include a robust data gathering, planning and reporting cycle.

All case work will include evidence of the outcomes of RTLB interventions, including pre and post data.

Reporting will clearly identify outcomes for Maori and Pasifika.

RTLB will co-construct with the referral team a 'summary of service' at case closure.

RTLB will engage in the cluster's processes of assurance including reviewing case work with their designated Practice Leader.

Engage in Ongoing Professional Development

Participate in on-going professional learning aligned to the cluster strategic plan.

Ensure, in all settings, that the needs of Maori students and the needs of Pasifika students are effectively provided for.

Attain the RTLB qualification, the Post Graduate Diploma of Specialist Teaching endorsed in Learning and Behaviour, within three years of appointment of first being appointed to an RTLB position.

Develop Professional Collegial Relationships

Value collegial/ professional support.

Be aware of and develop a commitment to Te Awa Kairangi's values and underpinning professional relationship behaviours.

Be committed to attending and participating in cluster staff meetings, peer supervision and assurance /attestation processes.

Understand that iwi/whanau have a strong interest in the achievement of all Maori students and develop effective relationships with iwi/whanau so that effective advice and information is shared.

Provide mentoring and coaching for colleagues when needed.

Collaborate with kaiako/teachers, parents, families/whanau and relevant community organisations.

Communicate with clarity and openness.

Personal Vehicle Usage

You will be required to use your personal vehicle for this RTLB role, and will be reimbursed accordingly under clause 5.6 of the Primary Teachers Collective Agreement. You are not required to transport children in your own vehicle, if transport is required for children you must first liaise with the Cluster Manager at which stage alternative transport arrangements will be made.

RTLB Offices

RTLB should be aware that assignment to any of the cluster offices spaces can be changed on a 2 year rotation.

RTLB are encouraged to 'hot desk' from any office space within the cluster depending on their case work.

RTLB Lease laptops

RTLB should be aware that on employment they will be allocated a lease laptop through the Tela scheme.

Laptops are for work usage only and not personal use. RTLB are expected to read the lead laptop agreement and if in agreement sign this. This agreement will be kept on file.

The RTLB role does not include undertaking individual kura/school-based work such as:

- Teaching a particular subject or course.
- Being a remedial tutor.
- Working as a teacher's aide or reliever.
- Taking responsibility for a special class or unit.
- Carrying out routine kura/ school duties.
- Providing a counselling, social work or truancy service.
- Managing crisis/traumatic incidents.
- Being a tutor kaiako/teacher to beginning kaiako/teachers.

Additional Responsibility

RTLB may express interest in or nominate to lead the cluster or take on responsibilities over and above their case work. In such instances RTLB should:

Discuss the frameworks of the responsibility with their designated Practice Leader and or Cluster Manager.

Record the responsibility on the cluster's data base as a Project under 'Te Awa Kairangi Cluster 29'.

- Record all minutes of meetings, planning and outcomes into the 'Project' on the case management system.
- Consult and collaborate with Practice Leader, Cluster Manager and cluster RTLB.
- Strategically plan for and discuss possible resourcing or professional development that may support with this responsibility.
- Keep the cluster informed and update cluster when appropriate.
- Collaborate with the Cluster Manager to provide the documentation that informs Te Awa Kairangi Strategic and Annual Plans, and the cluster's procedural and process documents.

Maintain usual case work requirements.

Discuss with your Practice Leader if the additional responsibility starts to impact on your usual case work.

Agreement

I have read and agree to adhere to the expectations and of role of an RTLB as outlined in this document and any other Te Awa Kairangi RTLB procedural documents.

I understand that this role is as outlined within the RTLB Toolkit (2018) and that any conduct related statements are guided by the New Zealand Teacher Council Rules (2016) and the New Zealand Teacher Council Code of Professional Responsibility and Standards for the Teaching Profession (June 2017).

Signed

Name _____

Signature _____ Date _____