

RTLB Newsletter Term 2, 2022

Kia ora tātau

Staffing

We welcome Tamati Ratapu to our team this term. Tamati comes to us from Aotea College and has joined Alison Evans' team predominantly supporting schools in Wellington South. Tamati strengthens our team's capability to support the achievement of our Māori mokopuna and their kaiako.

New Lead School

We are very grateful to the Board of Trustees of Mairehau Primary School Christchurch, and to their principal John Bangma for agreeing to take on the role of lead (employing school) from 2 May 2022 in addition to employing RTLB Cluster 34.

We anticipate the Ministry will initiate an Expression of Interest (EOI) process next week to identify a new lead school from within the cluster from 28 January 2023; or earlier if possible. If you would like to learn more about the role of lead school and employing principal, please do not hesitate to contact me.

RTLB Learning Support Funding

I have continued to work closely with the Ministry of Education's National office staff to identify six options that could be used to allocate RTLB Learning Support Funding directly to schools from the beginning of Term 3, 2022. Late in week three we will provide you with a link to a google form that provides you with a description of each of the options. You will have the opportunity to state your school's preference for how this funding is allocated. Until we identify an alternative mechanism to distribute funding equitably, we will continue with our current process of RTLB applying on behalf of their schools for funding to support negotiated intervention plans for universal, group and individual requests for support

Big Wednesday

Big Wednesday Term 2's dates are 11 May; 1 June; 22 June. Requests for support must be submitted by 5pm on Big Wednesday so the requests can be discussed and allocated (if there is capacity) at team meetings the following week.

Applications for RTLB Funding also need to be made by Big Wednesday.

Effect of COVID

As COVID continues to spread in the community, some of our RTLB have been required to isolate for seven days and/or until their symptoms have subsided. This week we have six RTLB isolating. The rolling absences of RTLB, students and kaiako will continue to impact

on the ability of RTLB to progress with the provision of support. We appreciate your patience as we continue to manage the impact of COVID.

Service demand

This year the cluster has nine RTLB completing the mandatory post-graduate qualification. Each RTLB is provided with one day per week study leave which means the cluster's capacity to provide support is reduced by just under 2 FTTE. The implications of study and COVID is that requests for support may need to be waitlisted until such time as an RTLB has capacity to respond.

We encourage you to talk to your liaison RTLB about how the service can provide Tier 1 (ie universal) rather than Tier 3 (ie individualised) support to make the best use of the resourcing we have available.

Ngā Hau e Whā Cluster's Annual Plan

The Cluster's Annual Plan was submitted to the Ministry in March. A copy of the high level plan is attached to this email. If you would like more detail please don't hesitate to contact me.

Concerns re RTLB

We are very keen to strengthen the capability of our RTLB to provide a valued service to our schools. If you are concerned about the practice of an RTLB including the support they provide, please have a conversation with them in the first instance so they have the opportunity to address your concerns. If your concerns are not addressed to your satisfaction, please contact the RTLB's Practice Leader or the Cluster Manager (not your RTLB liaison). You can find the cluster's concerns and complaints process under the spanner in the [RTLB Case Management System](#).

If the concern is about MOE staff, this would be a matter for Learning Support and their processes.

If you have any questions about this, please contact me.

Please feel free to share this newsletter with your SENCO, Learning Support HOD's, Learning Support Coordinators and others who have responsibility for supporting those with additional learning needs.

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On behalf of practice leaders:

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