

The Role of RTLB



RTLBN
NORTH CANTERBURY
Mā te huruhuru kā rere te manu

Schools are required to...

1. Meet the needs of all students wherever they attend school.
2. Provide students with the support they need to access learning.

What is a RTLB...

1. Experienced teachers trained to work collaboratively with students, caregivers, family/whānau, teachers, SENCOs, principals and the community to support positive outcomes for students.
2. Whilst we are not experts we have developed expertise in the field of supporting students with special learning and behavioural needs.

RTL B assist schools...

We work collaboratively with teachers and whānau to ...

1. Identify and overcome barriers to learning for students.
2. Adapt programmes to cater for the diverse needs and learning goals of students, including those who have special education needs.
3. Assist in adapting the curriculum in a way that is inclusive and the least intrusive.
4. Problem solve issues affecting students, teachers and schools

How to access the RTLB service...

1. There is an expectation that the school has exhausted its own resources.
2. Parent approval must be sought by the school before referral made for an **individual** student.
3. The **teacher** makes the referral in **collaboration** with the school SENCO/Dean/Principal.

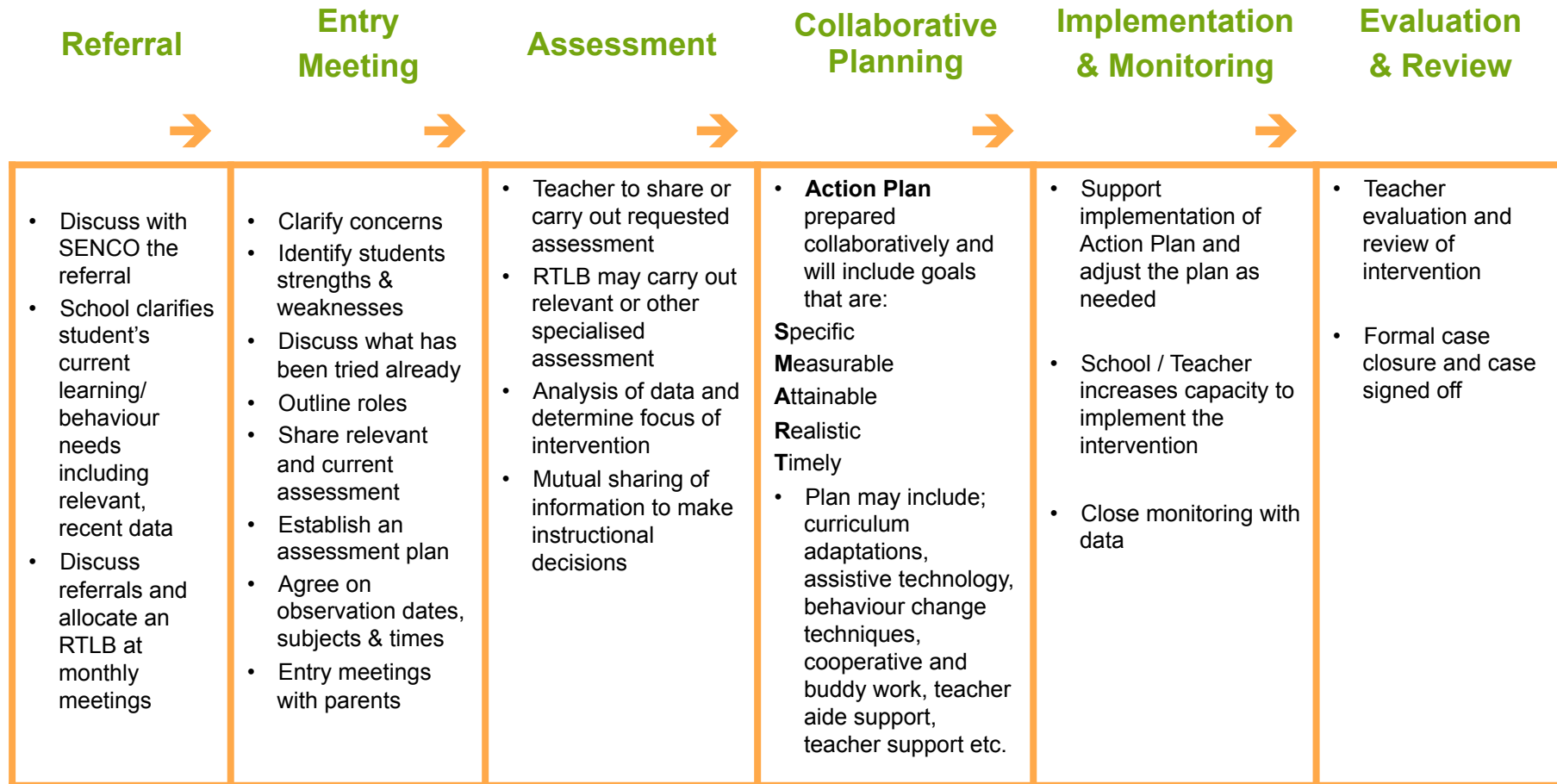
Types of referrals ...

1. Individual teacher assistance
2. Class referral
3. Individual student referral
4. Group referral
5. Department or syndicate referral
6. Professional development referral

Checklist prior to referral...

1. Have you shared your concerns with your senior managers?
2. Have you discussed with your colleagues to see if others have similar concerns?
3. Have you identified students strengths and weaknesses?
4. Have you made adaptations to your programme and or curriculum to try and meet students' needs?
5. Have you asked others how they manage or what works well for them?
6. Have you asked for any support from your colleagues or management?

Practice Sequence...



Observations...

1. RTLB observations focus on the interaction between the student and the environment.
2. The role of the RTLB is not to make judgments on teacher competency/ performance but focus on ways which enhance practice to suit the needs of diverse learners.



Observations focus on...

1. **The match** between students instructional level and instruction provided
2. **Teacher expectation** and the students understanding of those expectations
3. **Classroom environment** - management, productive time use, class climate
4. **Instructional presentation** - lesson development, clarity of directions, checking for student understanding
5. **Cognitive emphasis** - instruction to develop thinking skills and the teaching of recall, reasoning evaluating and skill application
6. **Motivational strategies** - use of varied techniques and student self efficacy
7. **Relevant Practice** - practice opportunities, task relevance, instructional material
8. **Informed feedback** performance monitoring, student accountability, corrective procedures
9. **Academic engaged time** -student involvement, maintenance of student engagement
10. **Adaptive instruction** - lesson modified to meet individual students needs
11. **Progressive evaluation** - monitoring student progress, systematic follow-up planning
12. **Student understanding** - accuracy with which student understands instruction and goal, interpretation of task instruction, processes required to complete the instruction

RTLB practice will...

- Maintain an educational focus
- Support teachers to develop inclusive classroom environments
- Support academic achievement and behaviour change management
- Facilitate collaborative problem solving
- Engage in systems analysis review and development with schools
- Use and support culturally appropriate practices
- Promote effective parent/caregiver/whānau skills and appropriate community involvement
- Provide support to adapt the curriculum and to differentiate lessons
- Support MOE initiatives within the school eg IYT, PB4L, Collaboration for Success
- Collaborate with other professionals and support services

Learning Support Funding (LSF) ...

1. A limited fund sometimes applied for if deemed necessary during the collaborative action plan process
2. All LSF applications need to be approved by the cluster manager
3. LSF applications need to be aligned to the Key Competencies and the action plan
4. Is a contribution towards an intervention

What RTLB are not ...

- An extra pair of hands
- A crisis intervention team
- Counsellors
- Relievers
- Social workers
- Teacher aides
- Teacher assistants
- Able to make formal diagnoses of disabilities
- Able to report on a teacher's professional abilities or management skills
- A money tree or a magician 😊

QUESTIONS ???