MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Resource Teacher: Literacy Manual

Your guide for the management
and delivery of the RTLit service

New Zealand Government

Contents

Section One
Introduction

This manual provides operational and practice guidance to assist the management and delivery of the Resource Teacher: Literacy Service.

This manual:

✓ describes how RTLit practice might look and sets out the responsibilities of the various professionals who play a role in delivering an effective service.

✓ explains how the specialist service led by cluster management teams and provided by RTLit helps teachers and school leaders support students to learn, achieve, and reach their potential.

✓ provides guidance to enable everybody in the Service to play their part in meeting the needs of young people with literacy difficulties.

1.1 The purpose of the Resource Teacher: Literacy Service

The Resource Teacher: Literacy (RTLit) Service helps enable curriculum success for students with literacy difficulties who require specialist support in reading, writing, and oral language.

RTLit are adaptive practice experts who use their knowledge of literacy acquisition, along with disciplined inquiry and sound evidence, to know which teaching approaches are most effective for which students (and why) in order to bring about accelerated progress.

Nationally, we know that Māori and Pacific students, and those from low socio-economic backgrounds, continue to be disproportionately represented as needing extra support to reach their potential. A well-functioning Service supports these students to achieve success.

RTLit support can be delivered directly to students or indirectly through work with teachers and school leaders. An important part of the professionalism of the RTLit Service is the ability to judge what works best for the students with additional literacy learning needs within a particular cluster.

> **A student's progress is accelerated when it shows a noticeably faster upward movement than might have been expected from the trends of their own past learning. The acceleration is such that it moves the student closer to year level expectations.**

1.2 Approach

Each RTLit works across a cluster of schools in their area. They have an office at a host school, and stewardship is provided by a management committee.

The number of schools in a cluster varies according to population and geographical considerations. One RTLit might have as few as ten schools while others have over 30 schools. Some RTLit work in offices and clusters with one or two others, but most work alone. This makes it very important that RTLit have the support of their host school and management committee, and regular opportunities to interact with colleagues.

Students referred to the RTLit Service are those with high literacy needs who are likely to benefit from the supplementary support offered by an RTLit. The same criterion informs decision-making about the students who are then accepted onto the RTLit roll.

The RTLit Service makes a positive difference for students whose literacy difficulties are a barrier to educational success by providing schools access to specialists with expertise in literacy teaching and learning. Achieving that goal requires everyone involved to:

» keep students' needs and achievement at the centre of all decision-making

» have high expectations for all students and a commitment to ensuring they succeed

» base decision-making on a variety of assessment data

» take particular account of the strengths, needs, values, and aspirations of Māori and Pacific students, and those from a low socio-economic background

» use evidence of impact to design supports that address specific learning needs

» examine disaggregated data to understand evidence of impact on specific groups

» take a collaborative approach to the design, implementation, and review of specific supports and the overall management of the Service.

1.3 The bigger picture

An integrated system of support
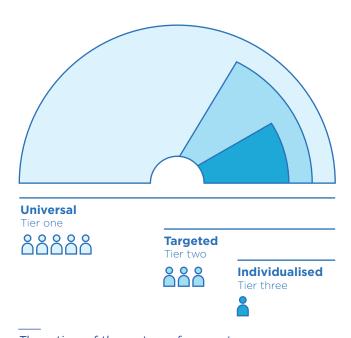
The primary purpose of the Ministry of Education (the Ministry) is to shape an education system that delivers equitable and excellent outcomes.

> **Tā mātou kaupapa –** Our purpose[1]
>
> **He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga.**
>
> We shape an education system that delivers equitable and excellent outcomes.

The Ministry funds a range of learning supports in an integrated system that is intended to achieve these aspirations. This system of support is conceived in three tiers.

Universal
Tier one

Targeted
Tier two

Individualised
Tier three

Three tiers of the system of support

» Tier One – Effective **universal** teaching and learning practices within a flexible learning programme.

» Tier Two – Deliberate, **targeted** supplementary support for students who require intensive instruction to address specific areas of need.

» Tier Three – **Individualised** support for students who require interventions that are tailored to their specific needs and circumstances.

[1] Ministry of Education (2018). Statement of Intent 2018–2023. Wellington: Ministry of Education.

System improvement

Currently, our education system is undergoing a period of transformative change as together, we seek to address the twin goals of excellence and equity. Increasingly, our notion of success is understood as being about wellbeing, as well as academic success.

Many users of this manual will have engaged in Kōrero Mātauranga, the nationwide conversation that informed planning for a new way forward.

Outcomes include:

1. a Learning Support Delivery Model to strengthen how learning support is provided so that all children and young people get the right support, in the right place, at the right time

2. a Learning Support Action Plan 2019–2025 that describes six national priorities for improvement

3. the Learning Support Coordinator role to help ensure seamlessness and cohesion across the system.

Under the new Learning Support Delivery Model, schools can access support by approaching the national Ministry directly or their learning support coordinator. This support involves helping schools arrange access to the services required to address issues at an individual, group, school, or cluster-wide level; and to bring the right people together to plan how to use support and resources collaboratively, flexibly, and in ways that are responsive to local needs.

The RTLit Service plays a critical role in improving the ways we work together to ensure all young people achieve educational success. While this improvement work is not the focus of this manual, it is important that those making operational and practice decisions are aware of and contribute to the change, just as they contributed to its design.

System Improvement Outcomes

1	2	3
Learning Support Delivery Model	Learning Support Action Plan 2019–2025	Learning Support Coordinator

Outcomes from Kōrero Mātauranga, the nationwide conversation

Useful links for learning more about the system of support:

⬈ System of Support

⬈ Learning Support Toolkit

⬈ Learning Support Coordinators

Updates specific to the RTLit Service will be posted on the Resource Teachers of Literacy page on Literacy Online.

Section Two
Ways of working

The RTLit Service has distinctive ways of working. These are aligned with, and responsive to, evidence-based research about what works best to raise achievement and improve the wellbeing of students who require additional support with reading, writing, or oral language.

This section:

✓ introduces a set of guiding principles that inform practice across the sector.

✓ discusses the partnership approach that ensures people within and without the sector collaborate to contribute to the kaupapa.

✓ outlines the importance of culturally responsive practice and what this means for working with Māori and Pacific students in particular.

2.1 Guiding principles

These principles are informed by current research and by our nation's shared values and beliefs. The second column indicates some of the ways these principles are made evident in the operation of the Service.

Principles	Way of working
1. A focus on **student potential**, rather than student underachievement, is the most effective way to accelerate students' learning.	The aspirations of students and whānau are the driver for all activity. Goals are set and monitored that move students along a pathway towards achieving these aspirations. Diagnostic data are used to identify strengths, as well as needs. The student, teacher, and others in the collaborative team add to growing these understandings. Specific attention is paid to the aspirations and linguistic and cultural funds of knowledge of students and their whānau.
2. **Evidence-based systems and practices** for responding to the individual learning needs of students are essential for accelerating students' progress.	Resource Teachers: Literacy (RTLit) are adaptive and responsive professionals who bring specialised training and qualifications to their mahi and who are expected to engage in ongoing professional learning. Across the sector, data are collected and collaboratively analysed in order to understand the impact of decisions and to make better decisions. The systems and procedures for sharing and making sense of achievement data and other information are known and understood by everyone involved.
3. Specialist supports are conceptualised as a **teaching and learning challenge**, not a student problem.	RTLit collaborate with teachers to understand the practices and strategies that are currently in use and to make refinements to pedagogy in response to evidence of its impact. Where a strategy has not worked, time is taken to understand why. A new strategy is tried that is expected to be more effective.
4. **Accelerated student progress** is the indicator of a successful intervention.	Student progress is carefully monitored to understand the rate of progress prior to the intervention and what happens during the intervention. Schools continue to closely monitor student progress after the formal intervention has ceased to ensure the momentum is sustained.

A summary of our guiding principles

The focus is on
student potential

Utilising evidence-based
systems and practices

Challenges faced are
teaching-learning obstacles
not student problems

Accelerated student
progress is a measure
of success

2.2 Partnership and collaboration

The RTLit Service is composed of different roles that together provide the support for students with literacy challenges. The Service works best when everyone works in line with the guiding principles and in partnership and collaboration with each other.

Relationships of partnership and collaboration enables the knowledge and expertise each person brings to be shared so that everyone learns. These relationships are characterised by reciprocal interactions and power sharing that contribute to a common vision and goals.

The **Ministry** funds the RTLit Service (approximately 109 RTLit positions) and sets the national policy direction, situating the Service within the wider system of learning support.

At the cluster level, RTLit are based in a **host school**. That school's board of trustees has responsibility for governance and its principal is responsible for overseeing the work of the RTLit, and for professional management and guidance. A **cluster management committee** provides stewardship, ensuring that the RTLit resource is used equitably and in line with both national and local priorities.

In some instances, lead principals and cluster management committees may work with their **Kāhui Ako** to align the goals of the RTLit Service with the achievement challenges of the Kāhui Ako. This can be achieved through:

» advocating for the involvement of the RTLit Service in meeting any literacy achievement challenges

» requiring individual schools to describe how their referrals and anticipated progress will help meet the achievement challenge.

In **schools**, RTLit work with teachers and school leaders to provide reading, writing, and oral language support to students, either directly or indirectly, through a capability-building process. While RTLit contribute their specialist expertise, so, too, do teachers and school leaders. In particular, they contribute their deep knowledge of the learner.
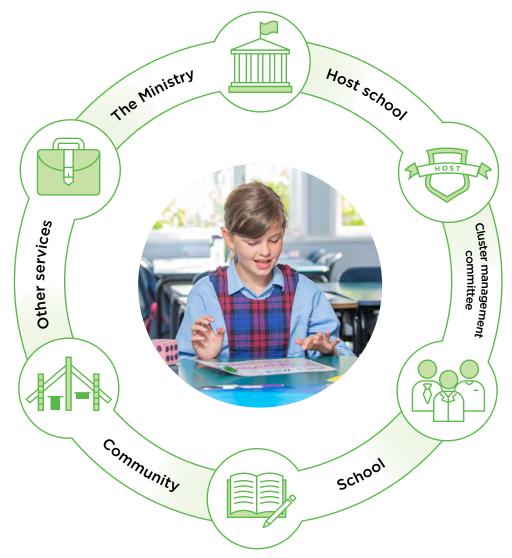
Partnership with **parents and whānau, mana whenua, hapū, iwi, and others in the community** is important for the work of RTLit to be successful in the long-term. These relationships are mediated through the classroom teacher and school leaders. Processes for communication and engagement with the world of the home and community need to be discussed and planned for from the beginning of a new intervention. Other options such as digital technology can be considered as a way for people to collaborate when it is not possible to meet face-to-face.

RTLit also work in partnership with **other services** across the system of support. For example, they may work with Ministry Learning Support practitioners, Resource Teachers: Māori, Reading Recovery Teachers, and Resource Teachers: Learning and Behaviour. These interactions may include liaison, co-working, referral systems and transition processes, professional development, resources, and cultural support.

Networking in this way provides:

» positive outcomes for students, whānau, and teachers

» an integrated system of support that provides a seamless and cohesive service

» smooth transitions for students.

Relationships of partnership and collaboration

Where they are in place, Learning Support Coordinators have a role to play in ensuring the system of support operates in a joined up and flexible manner.

RTLit have a strong interface with the Ministry, primarily through their connections with the local regional office. RTLit are responsible for collecting and reporting the achievement data that the Ministry uses to monitor and understand the impact of the Service. Regional Ministry offices can offer assistance with this task. They can also assist in creating connections and cohesion within the regional system of support. For example, they may set up opportunities for literacy and language specialists to come together to form relationships, participate in professional learning, and discuss and contribute to system change.

RTLit have access to the New Zealand Resource Teachers: Literacy Association. The Association plays an important role in offering professional learning and collegial support to specialists who may otherwise feel quite isolated. (See page 47).

2.3 Culturally responsive practice

Professionals within the RTLit Service honour and respect the diversity of students' languages, cultures, and identities. They are culturally responsive and adaptive practitioners who use their expertise to shape supports that draw on the strengths and resources that are part of students' heritage.
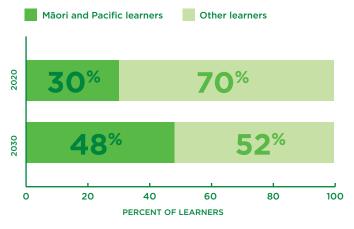
Culturally responsive practitioners understand that children come to them as members of families, whānau, hapū, iwi, and communities. They carry the strengths, resources, hopes, and aspirations of all those to whom they belong. Support for all students should be meaningful, responsive to their cultural values, and inclusive of traditions that are protective and healing.

All those close to a child should feel that their knowledge and experiences can be expressed and valued in a caring, supportive, and non-judgmental setting. They should feel actively engaged and involved in all aspects of the process and empowered to share their knowledge and join in the decision-making. As far as possible, RTLit work alongside the teacher to support genuine partnership with parents, families, and whānau.

In the first instance, RTLit learn from teachers, school leaders, and from students themselves about the linguistic and cultural strengths and resources students bring to their literacy learning. Engagement with parents and whānau is mediated through teachers and school leaders. Support may be needed from other community members to enable this to happen, both in terms of creating a culturally safe space and in interpretation. This requires sensitivity and careful planning. For example, it is important to understand the differences in dialect between people from different islands or social groups within the same Pacific nation.

Māori and Pacific learners make up 30% of our student population; by the 2030s, they will comprise 48%[2].

■ Māori and Pacific learners   ■ Other learners

2020	30%	70%
2030	48%	52%

0   20   40   60   80   100

PERCENT OF LEARNERS

_____

National ethnic population projections

Te Ao Māori

As a bicultural nation founded on a Treaty relationship between Crown and Māori, educators are expected to understand what it means for Māori to achieve educational success as Māori, and to take action to enable that to happen. As a Pacific nation, we also have an obligation to ensure success for learners whose heritage is in the Pacific. Two frameworks set out the cultural competencies required of teachers in Aotearoa New Zealand: Tātaiako and Tapasā.

Aotearoa New Zealand also has national planning documents that foster culturally responsive ways of working that empower students to enjoy educational success. Engagement with these documents is a professional requirement of the educational professionals involved in delivering and managing the RTLit Service.

Two frameworks set out the cultural competencies required of teachers in Aotearoa New Zealand:

☐ Tātaiako: Cultural competencies for teachers of Māori learners

☐ Tapasā: Cultural competencies framework for teachers of Pacific learners

National planning documents
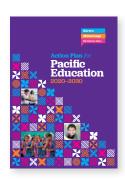
☐ Ka Hikitia – Ka Hāpaitia (the Māori Education Strategy)

☐ The Action Plan for Pacific Education 2020–2030.

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[2] National ethnic population projections by age and sex, 2013 (base)-2038 update (Statistics New Zealand)

Section Three
Overview of roles and responsibilities

This section summarises the roles and responsibilities of professionals across the RTLit Service.

This section:

✓ is aligned with the more detailed definitions and descriptions provided in the Memorandum of Agreement signed between the host school and the Ministry (Appendix A). It is important that everybody involved is familiar with the Memorandum.

The Memorandum of Agreement, Schedule B (Appendix A) includes a generic job description that provides a more detailed list of key tasks and relationships for an RTLit. The tasks are grouped under five themes: identifying needs and maintaining workload, advisory tasks, literacy support tasks, host-school-related tasks, and cluster-related-tasks.

3.1 Resource Teacher: Literacy

Resource Teachers: Literacy (RTLit) provide specialised support to students in years 1 to 8 who are experiencing difficulties with literacy learning.

There are two ways in which literacy support may be delivered:

» *Direct support* - the provision of intensive specialised teaching to students on an individual or group basis to accelerate progress and close the gap between achievement of the target students and their cohort.

» *Indirect support* - the provision of advice, modelling, and guidance to classroom teachers to enable students on the RTLit roll to experience effective literacy teaching within the classroom. This support may also be given to a group of teachers, where these teachers all have students requiring RTLit support.

RTLit report to both their cluster management committee and host school. They work in collaboration with the committee, host school, and referring schools to design and implement specialist supports that realise student potential and can be integrated within the curriculum. For example, RTLit work with their colleagues to:

» systematically gather, record, and report appropriate achievement information

» interpret achievement information and use it to inform decision making

» decide on the type and mix of support most appropriate for specific students within specific contexts

» establish effective systems and practices for ensuring positive, measurable outcomes for all students whose achievement in literacy is not being fully realised

» develop and implement ongoing monitoring of individual education plans

» find alignment between supports, classroom teaching strategies, and learning contexts

» scale up support so that classroom practice is strengthened, and student progress is accelerated.

Tasks that are not part of the RTLit role

It is important that RTLit focus on their core function: providing specialist literacy support for students and their teachers. To ensure these students get the best service possible, the following tasks are not part of the RTLit role:

» teaching a particular subject or course for a class

» acting as a remedial teacher of students with additional learning needs

» working as a teacher aide or reliever

» taking responsibility for a special class or unit

» carrying out routine school duties (for example, playground or bus duty)

» working as a Reading Recovery teacher.

The fundamental purpose of RTLit is to design and implement support that accelerates literacy learning, so that these students can access the same classroom curriculum as their peers.

3.2 Host school

The host school's board of trustees is the legal employer of the RTLit and the 'holder' of the Service on behalf of the other schools in their cluster. Host schools apply to the Ministry for this role, signing a Memorandum of Agreement with the Ministry that sets out their responsibilities (see Appendix A).

The responsibilities of the host school include:

» establishing a management committee to administer the RTLit Service (see page 20)

» employing a suitable RTLit, with support from the management committee (see page 50)

» meeting the obligations set out under the employment agreement (Appendix A)

» providing advice and assistance to the RTLit that reflect the Ministry's literacy policy direction, through connection with the Ministry's local regional office (see page 21)

» ensuring that the RTLit undertakes the required training and has access to study leave and ongoing professional learning (see section 6)

» supporting the RTLit in meeting the professional standards and performing their key tasks

» managing and having ultimate responsibility for the cluster's budgets and RTLit funding (see pages 51–55)

» taking accountability for the effective, efficient, and equitable operation of the RTLit Service through the annual reporting cycle (see pages 38–40).

In practice, most of these tasks are carried out by the principal on behalf of the board of trustees.

3.3 Cluster management committee

Every cluster is led by a management committee that is established by the host school. The committee's members include the host principal, at least two representatives of other schools that access the RTLit Service, and the RTLit. It may also include another specialist with literacy expertise.

The management committee plays a critical stewardship role, overseeing the work of the RTLit and managing student access to the Service. Effective stewardship involves:

» promoting all aspects of equity

» sound analysis and planning so that cluster and national priorities are understood and achieved

» ensuring fair and transparent referral processes so access to the Service and its resources is needs based

» using achievement information for planning and self-review, to provide assurance on effective service provision and resource use, and to inform improvement

» collaborating with others providing specialist learning support so that students, schools, parents, and whānau experience seamless, cohesive, and integrated services.

The responsibilities of the management committee include:

» supporting the professional development of the RTLit (see section 6)

» developing enrolment, referral, and withdrawal policies and processes in consultation with cluster schools, that reflect the Ministry's policies and guidelines and are relevant to cluster needs

» establishing operational procedures for the RTLit that are consistent with agreed policies and processes

» informing the cluster schools of enrolment, referral, and withdrawal policies and processes

» ensuring the policies on the use of cluster funding are followed

» setting up reporting schedules

» regularly reporting to the host school board of trustees, through the host school principal

» receiving, at each management committee meeting, a report on service provision from the RTLit

» providing a yearly report to all cluster schools

» ensuring an annual statistical report in an agreed format is sent to the Ministry by the due date.

Students who are Māori, Pacific, or from a low socio-economic background continue to be disproportionately represented among those who need additional support to reach their potential. Ensuring your cluster is making a positive difference for these students will include:

» considering the strengths, needs, and aspirations of Māori and Pacific students and those from low socio-economic backgrounds when setting cluster priorities

» ensuring that they and their families, whānau, and communities are well served by the referral processes

» analysing data to identify the effectiveness of interventions for these students

» identifying RTLit professional development needs to improve support for these students.

Schedule D of the Memorandum of Agreement (Appendix A) sets out the purpose, role, and membership of the management committee.

3.4 Ministry of Education

The Ministry established the RTLit Service and provides guidance on its role through this manual. Each year, the Ministry collects data on students supported by the Service, with the purpose of identifying the nature of the support provided to students during the year, reporting on student outcomes and progress, and taking accountability for its effective delivery. The Ministry also manages the funding of the RTLit Service, as described in Section 7.3.

Each school has an appointed regional Ministry advisor. An important part of their role is the provision of information to help in decision making about cluster needs and priorities. Regional advisers may also support the provision of professional learning opportunities and opportunities for people to network, build relationships, and share insights with the Ministry. The responsibility for facilitating an increasingly integrated system of support is also likely to sit primarily with people in the Ministry's regional offices.

Section Four
Service design and delivery

This section of the manual describes a typical RTLit intervention sequence.

This section:

✓ sets out the two types of support offered through the Service.

✓ compares direct and indirect support and sets out guidelines for decision making about their provision.

✓ discusses case management and moving an individual student through their engagement with the Service.

Monitoring and evaluation are purposeful activities that are used to adjust and refine the design of support to ensure it effectively meets the diverse needs of students. This involves checking the impact of support on students to ensure it is effective in accelerating progress as intended. As far as possible, a collaborative approach is used to ensure the specialist expertise offered by RTLit is successfully used to improve outcomes for targeted students.

4.1 Typical intervention sequence

Each cluster, and Resource Teacher: Literacy (RTLit), will have their own policies and procedures to guide the design and implementation of specialist literacy support. This will include a typical intervention sequence from a student's referral to the Service to when support is discontinued. With this in mind, the following example is suggested as a starting point for adapting to your context.

Initiation

Referral and acceptance to the roll

Classroom teachers and school leaders are responsible for supplying the **initial achievement data** that are used to identify students for intervention.

These data include:

» overall teacher judgments

» norm-referenced assessment scores

» running records or an oral language assessment

» samples of student responses to writing, reading, and/or comprehension tasks

» descriptions of students' experience of other specialist support (for example, Reading Recovery).

The cluster's **referral process** ensures equitable access to the RTLit Service for all students at risk in literacy.

For those who have been accepted into the RTLit roll, the RTLit will:

» summarise the information provided

» note questions that require further information

» check that the school has obtained informed consent from parents and whānau[3].

The RTLit has an **initial meeting** with the classroom teacher and relevant school leaders to:

» explain the RTLit way of working

» understand the school's planned strategic response for accelerating progress for individuals or groups of students, and how the RTLit will fit into this

» launch the intervention team, clarifying roles and responsibilities, and initiating collaborative relationships.

If parents and whānau are present, they are engaged, welcomed, empowered, and affirmed in their support and knowledge of their child. At the meeting:

» the school's planned strategic response for accelerating progress is discussed

» the RTLit role is discussed, along with the role of the teacher and school leaders

» the specific needs of the referral are clarified

» information is gathered to support the request for assistance

» the preferred pathways for ongoing contact within the intervention team are established

» agreement is reached on how the intervention will link to and complement the classroom programme

» agreement is reached on what data will be collected, how this will be done, and what exit will look like.

Data collection and analysis

Baseline data are gathered from multiple sources, including an observation of teacher-student interactions during a reading or writing lesson, with a focus on students' patterns of response. It is important that the data provide:

» valid, reliable, and accurate measures of the outcomes of the intervention that provides evidence about student progress over time

» specific evidence about the effectiveness of the Service for all target students and for Māori and Pacific students, in particular

» information about the impact of specific strategies.

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[3] If consent has not been obtained, the RTLit will need to discuss the matter with the classroom teacher and learning support coordinator (if the school has one).

RTLit **analyse the data** in order to extract information needed to make decisions about RTLit practice. Alongside others in the team, they:

» evaluate all available data to identify, define, and prioritise individual learning needs

» identify, define, and prioritise key trends

» discuss the possible hypotheses, and

» set **achievable, measurable, and important intervention goals**.

Planning and design

Having analysed the data and established intervention goals, the RTLit, in collaboration with the rest of the team, offers and evaluates suggestions for an **action plan**. This includes decisions on:

» the form of support that will be most effective for the student, in terms of their strengths and needs, goals, and learning context (see Section 4.2)

» roles and responsibilities

» how progress will be recorded

» what monitoring will look like

» a set review time.

Plans should take into consideration:

» evidence from research and practice

» relevance to the context and the national and local curriculum

» participants' strengths, resources, and capabilities

» cultural responsiveness, equity, and inclusion

» availability, capacity, and efficacy of resourcing.

Implementation

Following the planning and design phase, a culturally responsive and inclusive intervention is implemented. Where possible, the intervention takes place within the regular learning environment and is integrated within the classroom curriculum. It is delivered according to the timeframe and sequence agreed in the plan.

RTLit have the primary responsibility for **monitoring** the intervention to evaluate its effectiveness and ensure fidelity to the plan. This enables them to identify and address any barriers to successful implementation as they arise. RTLit are also responsible for keeping clear records about student progress towards individualised goals, as agreed in the plan.

Throughout an intervention, the RTLit and class teacher **liaise** frequently and share in monitoring the student's progress. They combine their knowledge, expertise, and insights to develop joint understandings about the literacy practices that are effective for this student. This enables the two teachers to:

» ascertain whether accelerated literacy learning is occurring

» develop consistent expectations for the student's progress and achievement

» develop a shared language of instruction

» develop shared understandings about the literacy teaching practices that are effective for this student

» ensure school leaders are also well informed about the student's progress

» plan and communicate decisions about whether the student should be discontinued or referred on.

Where possible, the teachers invite the student's parents and whānau and others into this relationship, so that the meaning-making and learning is shared.

Reflection, review, and closure

A case may be closed when:

» a student is 'successfully discontinued' (that is, when the RTLit and teacher judge a student is working at, or close to, the expected level in the referred literacy area and is able to fully benefit from effective classroom teaching)

» the team agrees the specialist support intervention has led to the agreed outcomes

» a plan of action has been developed and agreed with the classroom teacher and school leadership

» a final summary report of the outcomes of the service provided is presented to the team

» the student moves to another cluster

» the school can support the student without RTLit support.

Ultimately, classroom teachers and school leaders are responsible for students' literacy learning at school. Therefore, it is important that they continue to monitor student progress after an intervention and notice, recognise, and respond to their needs.

RTLit engage in **evidence-based reflection** to identify aspects of the intervention that were successful and any barriers or difficulties that had to be overcome. This process informs ongoing improvement, providing information that helps:

» build the practice knowledge of the RTLit

» inform future specialist support interventions

» identify performance gaps where there is a need for professional development

» identify any gaps in the service that need to be addressed.

4.2 Direct and indirect support

Two forms of specialist support are available for students on the RTLit roll: direct and indirect. Both forms of support are intended to accelerate students' literacy progress to help close the achievement gap with their cohort. Both direct and indirect instruction should be used flexibly and deliberately. Regardless of whether support is direct or indirect, students with similar learning needs can be grouped for instruction. These decisions require professional judgment and the careful analysis of students' strengths and needs.

The major focus will be indirect specialist support. This involves the RTLit working with the classroom teacher and students to design and deliver appropriate learning opportunities within the classroom literacy programme. It may also include out-of-classroom work (for example, conducting data analysis, exploring theories about literacy learning, and discussing effective strategies that can easily be implemented into the classroom programme).

Indirect support is preferred, because:

» the teacher is more likely to be able to continue the agreed strategies following the withdrawal of RTLit support, and so student progress is more likely to continue at the improved rate

» more students can be on the RTLit roll and students can stay on the roll for longer periods.

Direct specialist support is used less frequently. It is useful:

» for diagnostic purposes when the RTLit wishes to gain greater insight into teaching and learning

» when a short period of intensive teaching is required to break a pattern of ineffective learning behaviour.

Direct support may or may not occur within a classroom. Regardless, it should be balanced carefully with the need to enable the student's learning to take place within the normal classroom setting as soon as possible. An effective transition back into the classroom involves the RTLit supporting the teacher to provide literacy instruction that ensures the rate of progress is maintained.

Decisions about the use of direct or indirect support should be made flexibly and deliberately, based on professional judgment and careful analysis of the student's strengths and needs, and the classroom learning environment.

A combination of direct and indirect support may well be appropriate.

Guidelines for decision-making about direct and indirect support

Decisions about the mix of direct and indirect support are made on the basis of individual strengths and needs and careful consideration of the learning context. The process outlined below may help.

1. The referral is analysed and an initial meeting/s with the school leaders, teacher, and parents and whānau organised to establish relationships and clarify expectations about possible ways of working.

2. Baseline data are gathered and analysed in collaboration with the teacher. Patterns and trends in the target student/s' behaviour are identified and discussed, to inform student achievement goals with an emphasis on accelerating progress towards cohort expectations. The focus for the support is agreed (for example, reading, writing, oral language, or a combination).

3. The classroom teacher is observed teaching the target student/s in the agreed focus area/s to confirm or add to the analysis of the target student/s' literacy behaviours, and to develop an understanding of the teacher's teaching strengths and learning needs for ensuring the student/s' achievement goals are met.

4. The most appropriate form of support (direct or indirect or a mix of both) for meeting the student/s' immediate learning needs is decided, in collaboration with the teacher and school leadership.

5. An action plan with a timetable for the planned intervention, with formal monitoring points is established and agreed to by the teacher and school leaders. Roles, responsibilities, and ways of communicating and reporting progress are clarified.

6. Where appropriate, processes for moving from or between a direct and indirect way of working are discussed, established, and included in the action plan.

Guidelines for providing indirect specialist support	**Guidelines for providing direct specialist support**
7. Teaching goals for the teacher are established and linked to the student/s' learning goals to inform a teaching inquiry.	7. The assessment information informs a cycle of intensive teaching sessions for the target student (possibly two or three 30-minute sessions a week). The impact of the teaching practice on the target student's learning is continually analysed by the RTLit to inform adaptations for further teaching.
8. The student/s' and teacher's goals inform a cycle of co-constructed lesson planning, implementation, observation, and feedback between the RTLit and the teacher. Teaching points and strategies for the target student/s are discussed and, where appropriate, demonstrated by the RTLit. The impact of the teaching on the target student/s' learning is continually analysed to inform further teaching.	8. Opportunities are provided for the teacher, teacher aide, parents, and whānau to observe and discuss the intensive teaching sessions, so they can understand the support that can be given within the classroom literacy programme, and through building reading, writing, or oral language mileage at home. Particular attention is given to ensuring there is a common language of instruction across multiple learning settings.
9. At agreed points in time, a range of student data are gathered and compared to baseline data to inform formal monitoring discussions. The impact of changed teaching practices on accelerating student/s' learning is further evaluated by supporting the teacher to ask the questions: What is working? What is not working? What do we need to do differently?	9a At agreed monitoring points, the RTLit evaluates the student's progress towards cohort expectation. This information is used to identify when it is appropriate to make the transition from intensive direct support to indirect in-class support. 9b The timetable for indirect support is agreed by the teacher and school leadership, and implemented following the steps outlined in the indirect specialist support guidelines.

10. A formal reflection, review, and closure process is undertaken with the teacher and school leadership at the end of the agreed cycle of support (or earlier, if the student/s' progress has been accelerated at a faster rate than expected). The rate of accelerated progress towards meeting cohort expectation is identified. Decisions are made about how the revised teacher and target student/s' learning goals will continue to be supported by the school's planned strategic response for monitoring and accelerating student progress.

11. The RTLit uses the information gained from this process as part of their own self-review process.
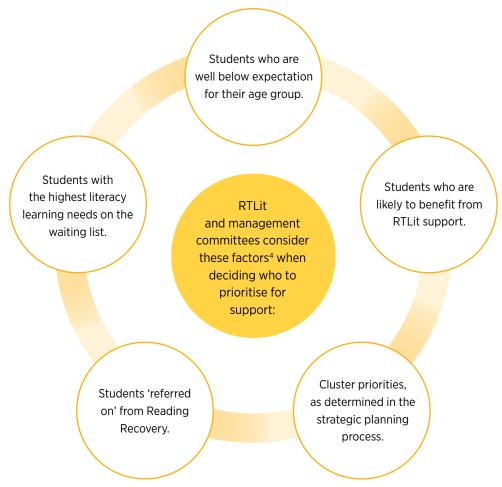
4.3 Case management

Prioritising referrals

There is a limited number of RTLit positions throughout the country. The Service is intended for students with high literacy needs who will benefit from the support. It is not intended for students who do not require additional support to achieve success in literacy or for those who are likely to learn within curriculum level one over the long term.

To strengthen equity of access across all schools, careful judgment should be made when accepting referred students onto the RTLit roll. The process of prioritisation begins when schools assess which of their students have the highest literacy needs. Schools trigger a referral process by contacting their cluster's management committee. The cluster management committee then prioritises those students with the highest literacy needs in the cluster.

Referrals to the RTLit Service will most often be for students who have completed their first one or two years of schooling. However, referrals should be considered on a case-by-case basis, taking into account the cluster's priorities; there may be situations where it is appropriate for a student to be referred in their first year of schooling. This may mean, for example, that a student who has not received Reading Recovery support may yet be considered to have a high need for literacy support and likely to gain significant benefit from the RTLit Service.

Students who are well below expectation for their age group.

Students with the highest literacy learning needs on the waiting list.

RTLit and management committees consider these factors[4] when deciding who to prioritise for support:

Students who are likely to benefit from RTLit support.

Students 'referred on' from Reading Recovery.

Cluster priorities, as determined in the strategic planning process.

Factors that influence priority decisions

[4] It is important to recognise that these are considerations, and not prerequisites for acceptance onto the roll.

A small group of students are 'referred on from Reading Recovery' for follow-up literacy support when they have made insufficient progress to be successfully discontinued from Reading Recovery. It is important that learning gains made during Reading Recovery continue to be built on within the classroom, and that the student and class teacher are not left without assistance when the student's learning needs persist. Once the decision is made to accept these students onto the RTLit roll, the RTLit, at the soonest practical point in time, works with the classroom teacher to develop a strong individual learning programme for the student. For continuity of instruction, it is important that the RTLit and classroom teacher discuss the student's needs together with the Reading Recovery teacher and/or tutor.

An increasing proportion of the students referred to the RTLit Service are English language learners. Some of these students may be ESOL-funded and receiving language support to supplement effective classroom teaching. In such cases, the RTLit, classroom teacher, and school leaders discuss whether additional literacy support might complement and enhance or simply replicate the ESOL-funded support. RTLit can use their influence and professional expertise to help schools make effective use of Ministry-provided ESOL resources to develop, monitor, and evaluate the literacy teaching offered to referred students who are English language learners. For example, an RTLit may be able to offer training and encouragement in the use of the English Language Learning Progressions or Pasifika dual language resources.

Decision-making

RTLit conduct a review with all stakeholders to ascertain how well the support provided is benefiting referred students and whether the student is likely to be successfully discontinued in the near future, or will require further long-term support. The intention is to ensure as many students gain access to the Service as possible, reducing the time on the waiting list.

After an agreed period of instruction, the RTLit and others in the support team undertake a 'professional checkpoint' and carefully consider the next steps. Next steps may include more time for the student with the RTLit, or it may be that the student's learning difficulties require them to receive alternative support. This may be longer-term high needs support accessed through an RTLB or other provider.
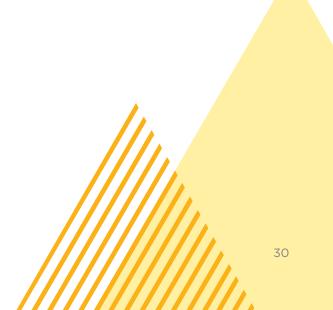
RTLit use their informed professional judgment to decide on the best session length for optimum learning opportunities for each student. Decisions are based on careful analysis of data about the impact of support on student progress. Students are always at the centre of the decision-making.

Decisions about the length of contact time and the period between collaborative inquiry sessions are important: one session per week may be too intensive for teachers to integrate new learning within their practice, while once every three weeks may be too infrequent.

Likewise, decisions about the frequency and length of direct instruction need to be made carefully and frequently. Longer sessions (beyond 30 minutes) do not necessarily result in increased learning, while lessons of a short duration may allow the RTLit to work with more students but result in minimal learning for each student. When diagnostic testing indicates sufficient improvement, students can be moved on to indirect support.

Given the limits on time, it is very important that RTLit carefully manage their time with teachers and students, keeping a tight focus on the learning intentions and success criteria, and building positive learning relationships. For this reason, it is also important that when an RTLit is working with a small group of students, they all have similar learning needs. If their needs are disparate, an additional slot needs to be arranged in the timetable.

Appendix B sets out a possible process map for making decisions about what to do when a student is not making accelerated progress when on the RTLit roll.

Exiting the roll

The following terms are used to capture the different reasons a student may exit the roll after a period of RTLit support. They are associated with different outcomes and next steps.

» **Successfully discontinued** – when the RTLit judges that a student is working at or close to the expected curriculum level and is able to fully benefit from effective classroom teaching. The goal of the RTLit is to successfully discontinue as many students as possible.

» **Referred on** – when the RTLit and management committee decide that a student is not making sufficient progress to be successfully discontinued within an appropriate time, the RTLit may recommend that the school seeks further intensive support from other services.

» **Withdrawn** – when a student is no longer able to receive RTLit instruction but is not successfully discontinued or referred on. This could be for a variety of reasons (for example, the student has left the area).

» **Rolled ove**r – when instruction for the student is to be rolled over into the next year, but data are taken at the end of the year and reported as part of the annual reporting cycle.

Processes for students exiting the roll

Each cluster will have its own procedures for taking students off the RTLit roll. It is best that the RTLit and the management committee develop a formal, written process that ensures all concerned with a student's learning are informed about expectations for their ongoing support and monitoring.

The RTLit may encourage the school to hold a case conference for those responsible for the student (for example, RTLit, classroom teacher, syndicate leader, a school leader, parent or whānau member, and other support services, such as RTLB, and/or Reading Recovery teacher), to ensure the student has the necessary ongoing support.

Section Five
Planning, evaluating, and reporting

This section expands on how monitoring and evaluation are integral for each aspect of the RTLit Service.

This section:

✓ follows on from Section 4 which set out an intervention sequence demonstrating how monitoring and evaluation is woven into designing, planning, and delivering support for a targeted student or group of students.

✓ demonstrates how monitoring and evaluation are also woven into planning and delivery within clusters and across the Service as a whole.

5.1 Strategic planning

Nationwide planning

The Ministry is responsible for monitoring the impact and effectiveness of the Service at a national level, identifying areas for system improvement, and making operational decisions. The data are used to comment on these students, make policy decisions, and allocate resources.

The Ministry's Research Division is responsible for annually gathering and collating national student achievement data.

Cluster planning

The cluster management committee is responsible for strategic planning, working in collaboration with the host school, cluster schools, regional Ministry office, and Resource Teacher: Literacy (RTLit). Ideally, a cluster strategic plan has a three-year cycle, with annual plans developed each year to implement the strategic plan.

The host school is responsible for ensuring the development of a cluster strategic plan, under the guidance of the management committee.

Planning focuses on the outcomes for students in terms of the priorities agreed by the management committee. Taking an inquiry approach to planning that combines ongoing evaluation and reflection with a formal self-review process helps maintain focus on outcomes while enabling the committee to respond nimbly to new information.

The strategic plan is future-focused. It sets out the 'big picture' and overall direction of the cluster.

A typical strategic plan includes:

» a vision statement that establishes the cluster's ideal outcome

» a mission statement that describes the RTLit role

» a limited set of goals that focus on student progress and achievement

» targets for judging progress towards achieving the goals

» annual plans with specific objectives, tasks, roles, responsibilities, timelines, and achievement indicators

» an annual budget

» a self-review process.

Ideally, cluster strategic plans will align with the strategic plans of the Kāhui Ako to which schools in the cluster belong, but this will differ according to the context (see page 11).

Go to Education Counts to find:

⎋ RTLit data collection forms

⎋ RTLit data collection publication series

You can find examples of a strategic plan and an annual plan here:

⎋ RTLit Service website

Self-review

Cluster management committees are responsible for designing and implementing a self-review cycle focused on the intended outcomes for students. The information generated by self-review informs planning and ensures that the RTLit resource is used for maximum benefit across cluster schools. Self-review and reflection are undertaken in both a formative and ongoing way, and in a summative way at set times during the cycle.

Self-review addresses:

» the cluster's strategic planning goals

» the outcomes for students who have received RTLit support, disaggregated for specific groups

» the allocation and execution of tasks, roles, and responsibilities

» timelines and how well they were met

» governance, management, and practice

» the cluster's operating systems, cluster policies, protocols, processes, and procedures.

An effective self-review process enables cluster management committees and their partners to understand the outcomes that have been achieved in terms of the priorities established in the strategic plan. It indicates needs and strengths, and trends and patterns in the data. It provides useful information about what is and isn't working, where there are constraints, and where there may be opportunities.

Needs analysis

While the self-review cycle will look different in different places, it is critical that it begins with a needs analysis. The cluster management committee has primary responsibility for undertaking this analysis. However, it is done in collaboration with the RTLit, host school, cluster schools, and the Ministry regional office.

The needs analysis is guided by a range of information that could include:

» current national and local educational priorities

» local needs and aspirations

» school trends and referral patterns

» the impact of RTLit supports on student outcomes

» feedback from RTLit, teachers, principals, parents, families, whānau, and students

» areas of RTLit specialist knowledge and skills

» review of current policies, procedures, and practice

» future practice, resourcing decisions, processes, and approaches.

The Ministry's regional advisors support self-review and planning by cluster management committees through the provision of information about local needs and aspirations. For example, they can provide information about:

» patterns and trends in literacy achievement across the cluster

» emerging needs in relation to students at risk of underachieving in literacy

» the demographics of cluster schools, broken down into specific cohorts

» the aspirations of mana whenua, Pacific people, and other stakeholders

» challenges and priorities identified in Kāhui Ako strategic plans.

5.2 Record keeping

Effective monitoring and evaluation require RTLit to maintain ongoing records of student achievement data. The data provide information about student progress towards mutually agreed goals. It is organised to provide evidence about the effectiveness of support and where there could be changes to practice. It can also help to establish regular checkpoints.

Cluster management committees are responsible for overseeing the records maintained by their RTLit, ensuring data from the records of individual RTLit are collated into a cluster record. These records describe the work that has been undertaken and the outcomes for target students. They disaggregate information about the outcomes for specific groups. While each cluster will have its own priorities, management committees are expected to pay particular attention to the outcomes for Māori and Pacific students, and those from low socio-economic backgrounds.

5.3 Reporting

RTLit reports

RTLit are required to report on student progress to the teacher, school leadership, and the cluster management committee. The purpose of reporting is to provide information about student outcomes as a consequence of RTLit involvement. Regular monitoring and reporting ensures that the classroom teacher and school are well informed about student progress, and decisions to discontinue or refer a student are deliberate, planned, and well communicated throughout the student's time on the RTLit roll. Reporting should not be onerous, may be oral, and should be ongoing.

Reports on the progress of individual students include:

» the goals and whether they were achieved, not achieved, or are still in progress

» pre- and post-data regarding the level of achievement

» data on progress and how much acceleration was achieved

» any future goals.

Reports to cluster management committees are modelled on the end-of-year report to the Ministry. They include:

» number of schools, teachers, and teacher visits

» timetabling and workload

» descriptions of interventions and work with teachers

» entry and exit data, student progress, and levels of overall acceleration

» successes and difficulties

» feedback from schools (including teachers, students, SENCOs, or learning support coordinators)

» recommendations for roll-over

» finance and expenditure.

Sample achievement report

The following is provided as an example of an achievement report only.

Baseline Student Achievement Data for the RTLit ***** Cluster

Year	In the five schools serviced this year 90% of students made accelerated progress in reading.

Referral Summary

Current Year Referrals	RTLit TO	RTLit EO	Total
Received		146	
Withdrawals		35	
Waiting List		56	
On Roll (accepted)			
Boys	11	32	43
Girls	13	23	36
Total	24	55	79
Schools	2	3	5
Teachers	7	20	27
Reading	20	55	75
Writing	4	0	4
Oral lang.	0	0	0
Ethnicity			
Māori	11	32	43
Pasifika	2	2	4
NZ European	10	17	27
Asian	0	4	4
Other	1	0	1
Total	24	55	79

Summary of students who completed RTLit Programme

Gains (in 6mth)	Levels	>6 mth	6 mth	6mth (in 3mth)	12 mth	18 mth	24 mth	30 mth	36 mth	4 yrs	(Left)
RTLit TO	0		0	12	6	5		1			
RTLit EO	0		7	2	17	12	6	2		1	8
Total	0		7	14	23	17	6	3		1	8
Students with Accelerated Progress (= 64 students/71 = 90%)				14	23	17	6	3		1	
Māori											
Pasifika											
NZ European											
Asian											
Other											

Cluster reports

Reporting to schools

The cluster management committee is responsible for reporting to the host school board of trustees and the Ministry, using the information from its cluster record. The information is disaggregated to show the impact on specific cohorts, particularly Māori and Pacific students, those from low socio-economic backgrounds, and any other groups that have been prioritised by the cluster. The information is collated by one RTLit on behalf of the cluster.

Each cluster will determine the specific content and style of reporting to schools. The reports could include the following elements:

» the nature of the literacy support provided

» the impact of RTLit work on referred students' literacy outcomes

» disaggregated data with regard to year group, ethnicity, gender, cluster priorities

» trends, patterns, and degree of acceleration

» personnel matters

» funding allocation and financial statements.

> The data collection forms are held on Education Counts and updated for each year.

Reporting to the Ministry of Education

The cluster management committee is responsible for reporting annually to the Ministry. These data provide a summative record of students who have been successfully discontinued, referred on, withdrawn, or rolled over. It is collected around December each year using a reporting template that can be found on Education Counts. Again, this information is collated by one RTLit on behalf of the cluster, usually the same person who creates the report to schools.

The annual report does not cover all aspects of RTLit work. It focuses on the outcomes for the students who received support. The purpose is to understand the nature of the support the RTLit provided to students during the year, and its impact on student outcomes and progress.

Regional advisers can offer direct support to host schools and cluster management committees as they prepare data for the annual report to the Ministry. For example, information about patterns and trends in literacy achievement across the cluster and about aspirations of stakeholders, such as iwi and community organisations.

Reporting to parents and whānau

Relationships with the parents and whānau of students on the RTLit roll remain the responsibility of the school with which the student is enrolled. This includes reporting progress and achievement.

Section Six
Professional expectations and entitlements

This section describes the qualifications and training an RTLit is expected to have.

This section:

✓ discusses professional learning and growth, assuming that there are reciprocal obligations on RTLit to learn and improve and on their employers to create the conditions for improvement.

✓ discusses what to do when issues arise and the professional support provided by the New Zealand Resource Teachers: Literacy Association.

6.1 Qualifications and training

Resource Teachers: Literacy (RTLit) are required to hold, or be studying towards, a Postgraduate Diploma of Education (Literacy) or its equivalent. Equivalent qualifications will be determined by the Ministry, as required.

Equivalent higher qualifications will be considered on a case-by-case basis and could include:

» New Zealand Master's Degree in Education, completed after 1998, including at least two papers (or the equivalent if completed by thesis) in literacy learning

» Master's Degree in Education from overseas, deemed by NZQA to be equivalent to a New Zealand Master's degree, completed since 1998, including at least two papers (or the equivalent if completed by thesis) in literacy learning

» Master's Degree in Education, in progress, with at least two papers in literacy learning completed.

New appointees to RTLit positions should also:

» be experienced and capable New Zealand registered teachers, with a current practicing certificate

» have a deep knowledge and understanding of the New Zealand education system and curriculum

» have demonstrated ability as an adaptive practitioner with effectiveness in accelerating literacy achievement

» be able to meet the experienced teacher standards, including the competencies set out in *Tātaiako* and *Tapasā*.

For practical reasons, appointees should also:

» hold a current New Zealand drivers licence

» be prepared to use their own car if a lease car is not part of the employment agreement

» be willing to be itinerant within the designated cluster

» indicate acceptance of their appointment by signing a letter of offer that includes a job description.

There is a generic job description for the RTLit role in the Memorandum of Agreement (Appendix A). Clusters can add to this, according to their needs and priorities.

6.2 Training

To be accepted for employment by a host school, RTLit should:

» have already completed a training course approved by the Ministry; or

» commence training within one year of appointment; or

» have been granted exemption by the Secretary of Education.

Training requirements differ according to the graduate status of the RTLit:

» RTLit with graduate status need to complete four graduate-level papers within the first three years of appointment as an RTLit.

» RTLit without graduate status are required to complete two 300-level papers and then two diploma-level papers within the first three years of appointment.

Approved courses will provide for flexible course delivery across Aotearoa New Zealand through a mixture of brief regional block courses, online interactive learning and discussion, and practical, student-based assignments.

Exemptions from training

RTLit with higher qualifications in literacy may apply for an exemption or partial exemption from the training. If you are considering becoming an RTLit by completing a higher qualification (for example, Master's of Education), please discuss this with the faculty staff at your chosen university. They will need to provide confirmation that:

» the content of the course is comparable to substituted papers

» there is not a significant cost difference between the two papers.

It is imperative that the course meet the literacy specialisation requirements of the Post Graduate Diploma. The Ministry will only reimburse papers up to the Postgraduate Diploma in Education (Literacy Specialisation).

Any requests for exemptions should be sent to the RTLit Mailbox:

rt.literacy@education.govt.nz

Who provides training?

☑ Massey University: Postgraduate Diploma in Literacy Education.
This course is available at the Albany Campus in Auckland and via distance learning.

☑ Auckland University: Postgraduate Diploma in Education, Literacy Specialisation.
The majority of the course is distance learning with some on-campus days.

☑ University of Canterbury: Specialist endorsements in Education (Literacy Education).
Most literacy courses are exclusively available via distance learning.

Who pays for training?

The Ministry will reimburse host schools for tuition fees and direct travel costs (accommodation, travel [flights, mileage], meals [no alcohol]) for on-campus days required by the approved course. (See page 54).

Supervision and study leave

RTLit are linked through email systems into study groups, and professional supervision is provided. Each semester, they are required to attend some block courses. While RTLit are training, they are entitled to be released for half-a-day per week for study leave during term time.

6.3 Induction

Induction for a newly-appointed RTLit should take place within one month of taking up their position and prior to their taking responsibility for interventions. Induction should include, but not be limited to, familiarisation with the cluster schools, referral processes, and cluster needs.

The cluster management committee's operational documentation should detail the induction process for RTLit. The host principal is responsible for ensuring any new RTLit has an induction. The actual process might be offered during a transition period by the departing RTLit.

Induction for **someone new to the RTLit role** includes:

» information about the role and the guiding principles

» RTLit processes and procedures (for example, intervention sequence and record keeping requirements)

» opportunities to work with an experienced RTLit

» what cultural competency means in terms of RTLit practice

» coaching and supervision, if possible.

Induction for someone **new to the cluster** includes:

» introduction to the cluster schools and local agencies (if appropriate)

» provision of time to read, discuss, and learn about the cluster and cluster policies, procedures, and preferences with the host principal and/or cluster management committee.

Induction for a newly appointed **host principal** is dependent on the context. Help may come from the cluster management committee, an RTLit, or previous host principal. Where both the RTLit and principal are new to the Service, they may want to partner with others, such as an RTLit from another region.

RTLit and host principals could also look for mentorship through the Ministry's regional advisors, New Zealand Resource Teachers: Literacy Association, and the cluster management committee.

6.4 Professional learning and development

Ongoing professional development contributes to building and sustaining a Service that is effective in improving students' literacy outcomes. Everyone in the system has a role to play in this:

» The **cluster management committee** supports RTLit professional development, including identifying cluster-specific needs and priorities in the strategic plan.

» The **host principal** ensures the RTLit has a professional development plan that is reviewed annually as part of the professional growth cycle.

» **RTLit** discuss and negotiate professional learning and development requirements with their employers as part of the annual professional growth cycle.

Professional learning and development contribute to improvement when undertaken as a cycle of identifying, planning, doing, recording, sharing, and reviewing. It is expected that the process will be:

» evidence-based and responsive to RTLit's identified learning needs

» both formal and informal

» linked to national curriculum initiatives and Ministry priorities

» responsive to the cluster strategic plan

» led by credible facilitators

» co-constructed

» funded at cluster level through the RTLit administration grant.

6.5 Performance management

The host school principal is responsible for managing the RTLit's performance, adapting the school's usual procedures for use with the RTLit. Performance management for RTLit will likely be undertaken in collaboration and discussion with the cluster management committee (where appropriate).

Performance management should be guided by an integrated framework that:

» is evidence-based

» aligns efforts to build capability, capacity, and effectiveness

» helps to maintain strong sustained performance

» uses a common language to guide communication and understanding

» is accompanied by robust professional growth cycle and cluster review processes.

Performance agreements

A performance agreement is signed at the beginning of each year. This is the base document for the annual professional growth cycle. It sets out annual targets and goals that are informed by the strategic plan and negotiated by the RTLit and host principal.

Professional growth cycle

An annual professional growth cycle provides a balance between accountability and development. It also provides an opportunity for the RTLit to receive constructive feedback and support on performance and development.

The host school principal is responsible for supporting the professional growth cycle of the RTLit, following the same process used with the school's other teachers. It is incumbent on all involved to take into account:

» RTLit Professional Standards 2016 (see Appendix C)

» Our code our standards: *Code of professional responsibility and standards for the teaching profession: Ngā tikanga matatika ngā paerewa: Ngā tikanga matatika mō te haepapa ngaiotanga me ngā paerewa mō te umanga whakaakoranga.*

» Cultural competencies for teachers of Māori learners in Tātaiako: Cultural Competencies for Teachers of Māori and of Pacific learners in Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners.

As with professional growth cycles for other teachers in the host principal's employ, the process for RTLit:

» is a structured, monitored, and continuous process within a supportive environment

» uses naturally occurring evidence of impact to understand practice

» highlights strengths, as well as areas for growth and ongoing professional learning

» includes self-reflection as an integral part of the process

» identifies the resources and professional support needed to support agreed goals.

Effective professional growth cycles for RTLit aligns capability-building for the individual with the vision and goals of the cluster.

RTLit case records should contain evidence of accelerated progress leading to improved outcomes. As RTLit work with more than one school, evaluative feedback from all these schools would provide the host principal with useful supporting data.

Complaints and concerns

Any concerns should initially be raised by the host principal with the RTLit involved. If there is no resolution, the matter should be dealt with through the host school's employment policies, as is the case with other teachers. The school's board of trustees should first acknowledge and address the matter through its normal employment policies and the professional requirements specified in the relevant employment agreement.

The board of trustees can seek support from the NZSTA Industrial Service and the RTLit can seek support from NZEI. Both the board and RTLit should become familiar with the reporting requirements of the Teaching Council if further action is required.

6.6 The New Zealand Resource Teachers: Literacy Association

The aims of the Resource Teachers of Literacy Association are to:

» provide support and assistance to all RTLit

» facilitate communication and coordination with other sectors in the education system.

The Association is managed by a National Executive consisting of a president, secretary, treasurer, industrial representative, professional development representative, communications coordinator, and regional representatives. The location of the National Executive rotates to a different region every two years.

Membership of the Executive entails a substantial workload that benefits the whole Service. In particular, the annual conference is an important site for networking and professional development. Consequently, RTLit who take up this role should pick up a lower caseload than normal during the two years of their commitment.

Section Seven
Administration

The delivery of an effective and efficient RTLit Service requires attention to administration.

This section:

✓ lists some of the policies and procedures cluster management committees may be expected to develop.

✓ looks at personnel, resourcing, and financial management.

✓ provides clarity on important matters such as funding entitlements, training and travel expenses, and what to do with surplus funds.

7.1 Policies and procedures

Every cluster will develop policies and operational procedures that reflect its strategic direction and align with the priorities and expectations set out at a national level. These should be periodically reviewed to ensure that they remain consistent, coherent, relevant, and practical.

Clusters are likely to have policies, procedures, and protocols for:

» overall management, including roles, responsibilities, and self-review

» employment matters, including:

› professional practice and development

› dealing with complaints and concerns

› financial management

› travel claims

› employing relievers

» service delivery, including:

› decision-making about student referrals, enrolments, and withdrawals

› a typical intervention sequence and professional checkpoints

› record keeping and reporting

› school liaison

› cultural responsiveness

› Treaty of Waitangi.

7.2 Personnel management

Appointment of RTLit positions

Clusters are allocated a given number of full-time Resource Teacher: Literacy (RTLit) positions, as advised by the Ministry. Clusters may only appoint RTLit within their allocation. Please check with your regional Ministry office before advertising an RTLit position. Population changes, or resignations of RTLit who were Resource Teachers of Reading and guaranteed location and tenure, may create a need to move positions to maintain an equitable distribution of Service provision nationwide.

The appointment process for an RTLit should, in the main, be the same as employment of any other itinerant teacher in a school. The employment process, requisite steps, and resources can be found on the NZSTA website (See 'board as employer'.)

The following people should be on the appointment panel:

» the host school principal

» a principal representative from the cluster management committee

» a professional with experience of teaching students with literacy difficulties. (This could be an RTLit or a specialist from one of the literacy professional development providers.)

> **The qualifications and other requirements for an RTLit are described in Section 6 and in the Memorandum of Agreement (Appendix A).**

Employment agreement

RTLit may be employed by a school board of trustees under the relevant teachers' collective agreement, or on an individual employment agreement based on the collective agreement.

Salary

The RTLit is paid on the resource teachers' salary scale at their current qualification and step level, as specified in the relevant collective agreement/ individual employment agreement.

Each RTLit who has completed or is undertaking the approved RTLit training programme receives a salary unit. Failure to complete the programme satisfactorily results in the loss of the salary unit unless the Ministry, in consultation with the training provider, has approved an exemption.

Issues within the Service

Difficulties between RTLit, or RTLit and other parties in the Service, are managed by the host principal in a problem-solving manner. The host principal may consult with members of the cluster management committee, if required.

See also Complaints and concerns (page 47).

Leaving the Service

The host principal is responsible for managing the exit process when an RTLit, for whatever reason, leaves the Service.

7.3 Finances and resources

The **RTLit is responsible for preparing a detailed annual budget**, in consultation with the host principal and the cluster management committee (where appropriate). The budget will take into account the following:

» funding to the host school for administration costs

» travel

» the purchase of new resources, such as books

» professional development (other than the approved RTLit postgraduate training), as identified through the RTLit professional growth cycle and management process.

The **cluster management committee is responsible for monitoring and approving this budget.**

The **host school board of trustees is responsible for managing the funds** on behalf of all the cluster's schools. The board:

» has overall responsibility for budget, expenditure, and accounting, with cluster funds and financial position being included in the school's usual annual planning and reporting cycle

» reports regularly to cluster schools on the use of cluster funds.

Income and expenditure

The host school board of trustees receives public funds for the purpose of providing the RTLit Service to cluster schools. The funds should be used only for the purpose for which they are granted.

Each board employing an RTLit will receive 1.0 full time teacher equivalent (FTTE), one salary unit, and an additional 0.05 FTTE management time allowance (1.25 hours per week per RTLit).

Host schools shouldn't:

» charge any form of 'rental' for RTLit accommodation

» use funds for additional salary payments to pay school staff for RTLit management.

The following table specifies the grants the host school receives from the Ministry and the purpose for which they are to be used.

Operational resourcing		
Grant	**Description of income**	**Purpose**
Establishment	When a position for an RTLit is first attached to a school, there is an initial setting-up and attachment grant of $2,000.	This grant helps with the cost of purchasing (or removing) furniture, a telephone, and other equipment.
Administration	This is paid at a Ministry-determined rate, per RTLit position, per year. The Ministry will advise the host school and the RTLit of the amount each year. Heating, power, lighting, cleaning, and building maintenance are not deducted from this grant.	The grant helps the management committee meet the administration costs for the RTLit, for their professional development, and for new resource materials.
Travel	Every RTLit position attracts an annual travel grant. The Ministry will advise the host school and the RTLit of the amount each year. It is up to the management committee to determine how this funding will be allocated and the operating systems that they will use.	Host schools are funded for expenses incurred by RTLit who travel in the course of their duties, including those incurred for professional development. RTLit are reimbursed for approved travel. Rates are specified in the Primary Teachers' Collective Employment Agreement. The rates are intended to cover the overall travel costs, including the RTLit's car insurance.

Resourcing

RTLit laptop

The Ministry expects that every RTLit will be supplied with a laptop, technical support, and software. The laptops may be purchased through the Laptops for Teachers' Scheme. They remain the property of the host school and move to the new host school when this changes. See <u>Laptops for Teachers' Scheme</u> for more information.

Office equipment

The cluster management committee and host principal ensure there are adequate resources and facilities to allow RTLit to do their work (for example, a secure area or office with a desk, chair, filing cabinet, and space for resources). This will be different for different RTLit, and for different host and cluster schools. It is expected that host principals and RTLit discuss requirements regularly. This could be done as part of the regular professional growth cycle process.

Travel

Reimbursement

Travel reimbursement rates are specified in the teachers' collective agreements. The rates are intended to cover all travel costs, including car insurance. When boards of trustees reimburse own-car travel, they use the motor vehicle rate stated in the relevant collective agreement. Collective agreements are 'actual rate' documents in terms of Section 75 of the State Sector Act 1988. For more detail, refer to the relevant teacher collective agreement.

Leasing or purchasing cars

Clusters may lease or purchase cars to reduce the wear and tear on personal vehicles or to make the most efficient use of the funding. Private use of lease, or cluster-owned, cars will generate fringe benefit tax. The host principal or cluster management committee are responsible for managing tax liabilities where lease or cluster-owned cars are used for non-work purposes.

Insurance for private cars used for cluster work

Clusters should note that some insurance companies will not accept claims under personal insurance policies where the car is being used as a 'tool of trade'. RTLit should be advised to insure private vehicles, so that they are insured in the event of an accident. See the <u>Financial Information for Schools Handbook</u>.

Training costs

The Ministry will reimburse host schools for tuition fees and direct travel costs (flights and mileage), accommodation, meals (but not alcohol) for on-campus days required by the approved course. The Ministry asks that any invoices comply with the Inland Revenue Department's standards and include:

» a date

» a unique invoice number

» a GST number

» the words 'tax invoice'

» the school/university bank account

» GST amounts (net and gross)

» the name of the RTLIT the reimbursement is for

» the name of the course studied

» copies of all relevant receipts.

As invoices for reimbursement usually come from the school where the RTLit work, please check that the invoice includes all required information before sending it to the RTLit Mailbox rt.literacy@education.govt.nz.

Surplus funds

Surplus funds from one year to the next should be used for the Service and move with a transferred position.

Requesting additional funding

Additional travel funding

If a cluster management committee considers an application for increased travel funding is necessary, it can apply through the regional or local office of the Ministry. The management committee will need to provide evidence of:

» total cluster travel expenditure for the previous year and the current year to date

» the number of kilometres travelled in the previous year and predicted for the current year

» the level of additional funding requested

» whether the expenditure to date is inclusive or exclusive of GST.

The management committee should demonstrate the Service is being delivered in an effective and economical manner. The Ministry's local office will forward each application, along with their recommendation, to the Resourcing Division of the Ministry, which is responsible for approving and notifying any increases.

The instructions for applying for changes in travel grants are on the Ministry's website.
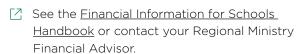
Sick leave reliever funding

Because the RTLit positions are itinerant, a reliever should not be necessary if the absence is for short periods. Should there be a long-term absence, host schools consult with the local Ministry office about employing a reliever under the Additional Relief Teacher Funding Scheme.

See the additional relief teacher funding scheme for further information.

Further information on financial management

⬈ See the Financial Information for Schools Handbook or contact your Regional Ministry Financial Advisor.

⬈ See attached teacher staffing for more information on RTLit staffing and funding.

Appendices

Appendix A. Memorandum of Agreement

Memorandum of Agreement

between

the (host school) Board of Trustees and

the Secretary for Education

acting by and through

the Senior Advisor, Sector Enablement & Support

of the Ministry of Education

in respect of

Resource Teachers: Literacy

This agreement is for a period of three years from the date signed unless it is cancelled as per clause 8 or renegotiated.

Contact the Ministry of Education

Ministry of Education

Mātauranga House

Bowen Street

Wellington

Ph: (04) 463 8000

Email: enquiries.national@education.govt.nz

Background

A. This literacy service was developed as part of a nationally coordinated system of literacy interventions. Resource Teachers: Literacy (RTLit) provide literacy expertise to assist the small number of students in years 0–8 who require intensive teaching in reading, writing, or oral language. The support is both direct to the students and indirect, through their teachers.

B. The host school has agreed to employ an RTLit on behalf of a designated cluster of schools, and the Ministry has agreed to staff and fund the host school accordingly.

1.0 Statement of purpose

The purpose of this Memorandum is to record the roles and responsibilities of the board of trustees of the host school in respect of the employment of RTLit.

The parties agree as follows:

2.0 Definitions

In this document:

» *Ministry* means the Ministry of Education.

» *Host school* means a school that employs a Resource Teacher: Literacy.

» *Resource Teacher: Literacy (RTLit)* means a New Zealand-registered teacher who is employed by the host school on behalf of several schools (the cluster). The RTLit delivers a service to the cluster, as recommended by the management committee. The RTLit will provide advice and support to help teachers in cluster schools to meet the needs of year 0–8 students at risk of low achievement due to learning difficulties in literacy.

» *Cluster* means the schools that are part of the group of schools in which the RTLit works. The schools in the cluster are listed in Schedule A.

» *The management committee* represents the cluster and provides support and guidance to the host school and the RTLit in accordance with clause 3.0 of this Memorandum.

3.0 Management committee

3.1 The parties agree to set up a management committee, which will comprise the host school principal, the RTLit, at least two representatives from the cluster schools, and a professional in the field of literacy difficulties agreed to by the parties, as set out in Schedule D.

3.2 The purpose and role of the management committee is set out in Schedule D.

4.0 Host school responsibilities

4.1 The board of trustees of the host school will carry out all the employer responsibilities for the RTLit. The RTLit job description is provided in Schedule B.

4.2 The host school agrees to be guided by the management committee before taking action on the following:

» appointing a teacher to the position

» clarifying the job description

» determining the distribution of duties and the day-to-day work of the RTLit

» determining the number of teachers and students to receive a service

» undertaking performance management, including an annual professional growth cycle, of the RTLit

» determining professional development for the RTLit

» using funding for the RTLit Service

» developing a cluster strategic plan.

4.3 The host school will ensure each RTLit undertakes the approved training and has access to the agreed study leave set out in Schedule C, except where an exemption to the training has been granted to the RTLit by the Ministry.

4.4 Whenever an RTLit vacancy occurs, the host school will seek prior approval from the Ministry and consult with the management committee regarding the process for appointing a new RTLit.

5.0 Reporting

5.1 The host school will provide an annual report to the Ministry on the RTLit Service by 15 December and another on financial management by 31 March each year. The Ministry will provide a format for the December report. The RTLit completes this on behalf of the host school.

6.0 Disputes

6.1 The parties will take all reasonable steps to resolve any dispute that may arise in connection with this Memorandum.

7.0 Lodging the agreement with the Ministry

7.1 The host school (on behalf of the cluster schools) and the local Ministry office will each sign and retain one copy of this Memorandum. A copy will also be provided to each RTLit and each school in the cluster. The original should reside in the local Ministry office.

8.0 Cancellation of the agreement

8.1 If, for any reason, there is any change in the schools in the cluster, the choice of host school, the entitlement of RTLit allocated to the cluster, or the RTLit personnel, the parties will discuss whether an amendment to the Memorandum is appropriate or whether the Memorandum should be cancelled. For advice on any of these matters, please contact your regional office for guidance.

8.2 The cancellation of this agreement does not affect the host school's employment responsibilities and obligations in relation to any RTLit it employs. The RTLit will continue to be employed by the host school in accordance with the terms and conditions of his or her employment agreement.

9.0 Resources

9.1 The resourcing provided by the Ministry must be used by the host school for the purposes of the RTLit Service.

9.2 Should an RTLit change host school, all resources purchased with Ministry funding will remain the property of the RTLit Service and go with the RTLit.

9.3 Surplus funds from one year to next should continue to be used for the Service and move with a transferred position.

Signed by:

Board of Trustees on the _____ day of 20__

Chairperson

Principal (for the host school)

Signed by:

Ministry of Education on the _____ day of 20__

(for the Ministry of Education)

There are signed copies of this Memorandum. They are held by:

» Office, Ministry of Education (the original) National Operations, Ministry of Education

» School (the host school)

» (number) cluster schools

» (name), Resource Teacher: Literacy

Attached schedules

A. Host and cluster schools for RTLit

B. Generic job description

C. Training requirements

D. Management committee

Schedule A: Host and cluster schools for RTLit

Host school:

RTLit (as agreed with the Ministry of Education):

Cluster schools:

Schedule B: Generic job description: Resource Teacher: Literacy (RTLit)

Cluster:

Host school:

Description

The RTLit will be based at a particular host school and will be employed by the board of trustees of that school to work in an itinerant role on behalf of a designated cluster of schools.

Purpose of the position

The role of the RTLit is to provide itinerant, specialised literacy support for year 0–8 students with high literacy needs. The role will include teaching students directly and indirectly modelling and demonstrating effective practices, strategies, or techniques for teachers, so that:

» students receive appropriate literacy programmes on an ongoing basis

» teachers can use the skills they have acquired with these students and others with similar needs.

The role will include regular tutoring and/or supervision, so that:

» a student is tutored by the RTLit on a regular basis

» following a period of regular tutoring, the student's programme is taken over by the school's personnel, with the RTLit adopting a monitoring role until the student exits the roll.

Work relationships

The RTLit will:

» be accountable to the principal of the host school on behalf of the cluster schools

» be a member of the management committee

» work with staff and/or students in the designated cluster of schools

» through the mediation of the school, liaise with students' families

» in collaboration with the school leadership and classroom teachers, liaise with other appropriate agencies and educational professions

» liaise and work collaboratively with other RTLit at meetings and conferences, regionally and nationally, for professional development.

Key tasks

Identifying needs and maintaining workload

The RTLit will:

» use appropriate diagnostic assessment tools to determine specific needs of students accepted on their roll

» use this data to make recommendations as to the most appropriate literacy intervention programmes to meet the students' needs and, where necessary, work with the school leadership and classroom teachers to provide a literacy programme for students who are most at risk in the acquisition of literacy

» maintain a workable caseload of students and teachers as determined by the management committee, taking into account the level of involvement required for each student and teacher and the experience of the RTLit, or refer students to a more appropriate service (for example, vision specialist/testing, ESOL programmes, speech-language therapists, RTLBs, or other professional services).

Advisory tasks

The RTLit will:

» provide advice and support to school leaders and classroom teachers in order to maintain the learning gains achieved by the students following an intervention programme and/or address literacy learning for students with serious literacy difficulties when part of the regular classroom programme

» monitor progress and help teachers to adapt literacy programmes as necessary to facilitate success for students with serious literacy difficulties

» provide in-service training on topics related to literacy difficulties for the staff of cluster schools

» in conjunction with classroom teachers, work with parents, whānau, and/or other agencies to facilitate the educational achievement of students identified as requiring the services of the RTLit.

Literacy intervention tasks

Where appropriate, the RTLit will work with individual students and their teachers when the resources of the school have been unable to provide and implement an appropriate programme to resolve the student's literacy difficulties, by:

» providing intensive, specialised teaching with the student for a specified period that, in most instances, will not exceed a maximum of thirty weeks or 45 sessions ; or

» resolving the difficulties by providing immediate advice to the classroom teachers and school leadership that completes the intervention; or

» providing a programme of advice, guidance, and support, including teaching demonstrations, for a specified period, to help the classroom teacher.

Cluster-related tasks

The RTLit will:

» work flexibly among a designated cluster of schools, as agreed to by the management committee

» submit an annual written report to the cluster that describes and provides a statistical analysis of work undertaken throughout the year in the cluster

» in conjunction with the management committee, establish operational procedures consistent with the agreed policies of the committee and the needs of the cluster. This may include the development and use of a Memorandum of Understanding between the referred student's school and the RTLit. The purpose of the agreement is to help ensure clarity about roles. This, in turn, helps ensure everyone works collaboratively and cohesively towards providing effective systems and practices for accelerating the progress of the target student/s accepted onto the RTLit roll.

Person specification

General knowledge and skills

The RTLit should have:

» New Zealand teacher registration and a current practising certificate

» a successful classroom teaching background

» a sound knowledge of the National Curriculum and The New Zealand Curriculum in particular.

Literacy-specific knowledge and skills

The RTLit should have:

» the ability to identify, implement, and evaluate a range of educational and management approaches for classroom programmes to meet the literacy needs of students who have serious difficulties

» the ability to develop and monitor individual programmes for students with serious literacy difficulties (for which Reading Recovery training is an advantage)

» assessment skills for the evaluation of literacy achievement

» the ability to work with staff, parents, whānau, and other agencies in the designated cluster of schools and to help them with the literacy education of students who have serious difficulties.

Professional skills

The RTLit should have:

» a high level of consultative and collaborative skills

» strong interpersonal and communication skills to allow for effective and comprehensive consultation and teacher support and for effective interaction with the school leadership, parents and caregivers

» the ability to access and use information and communication technologies and materials to enhance and support literacy intervention programmes

» a commitment to biculturalism, to meeting the needs of students from diverse cultures, and to providing services that are culturally appropriate

» the ability to meet the professional standards for an experienced teacher

» a current driver's licence and a willingness to use their own vehicle and be reimbursed for travel expenses incurred on work-related business

» an RTLit Diploma or intention in the first year to enrol in a university course to complete one.

Schedule C: Training requirements

All RTLit employed by the host school are required to have completed a training course approved by the Ministry, or commence within one year of their appointment, or have been granted exemption by the Secretary of Education.

The course is a compulsory component of conditions of service for all RTLit.

Approved courses will provide for flexible course delivery across New Zealand through a mixture of brief regional block courses, online interactive learning and discussion, and practical, student-based assignments.

For RTLit with graduate status, four graduate-level papers should have been completed in the first three years of appointment as an RTLit. For RTLit without graduate status, two 300-level papers and then two diploma-level papers must be completed in the first three years of appointment.

Exemptions from training

All RTLit employed by the host school should have completed an approved professional training course except where an exemption to the training has been granted to the RTLit by the Secretary of Education.

RTLit with higher qualifications in literacy may apply for an exemption or partial exemption from the training. These RTLit will be supplied with full course information by the Ministry and any further explanation they may require to make a decision to apply to be exempt from the training.

The relevant higher qualifications will be considered on a case-by-case basis and could include:

» New Zealand Master's Degree in Education, completed after 1998, including at least two papers (or the equivalent if completed by thesis) in literacy learning

» Master's Degree in Education from overseas, deemed by NZQA to be equivalent to a New Zealand master's degree, completed since 1998, and including at least two papers (or the equivalent if completed by thesis) in literacy learning

» Master's Degree in Education, in progress, with at least two papers in literacy learning completed.

Supervision and study leave

RTLit are linked through email systems into study groups, and professional supervision is provided. Each semester, they are required to attend some block courses.

While RTLit are training, they are entitled to be released for half a day per week for study leave during term time.

Qualifications

Each RTLit's qualifications will be considered by the training provider(s) before enrolment in the course at either graduate or postgraduate level.

Depending on the entry level, the papers will lead to either a postgraduate diploma or a postgraduate certificate. The course content will be the same in either case, but the academic requirements will differ.

Training costs

The Ministry will pay the tuition fees for the approved course.

Course materials and resources associated with the course are made available through the training provider and are to be used for study and with teachers and students in schools.

From time to time, RTLit will need to travel to block courses. Approved travel and accommodation expenses will be reimbursed by the Ministry.

Each RTLit position will be supplied with a laptop for their training. These laptops remain the property of the host school and move to the new host school when this changes. Each RTLit may be supplied with a laptop computer and appropriate technical support and software as part of the Laptops for Teachers scheme.

Schedule D: Management committee

Purpose

The management committee provides advice and assistance to enable:

» the host school principal to achieve their management responsibilities in regard to the RTLit Service

» the host school board of trustees to meet its responsibilities as specified in the Memorandum of Agreement

» the RTLit to carry out their role as specified in the job description.

Role

The management committee will:

» consult with the cluster schools to develop enrolment, referral, and withdrawal policies and processes and a Memorandum of Understanding that supports the RTLit role in schools and reflects the policy direction of the Ministry regarding support for students with additional literacy learning needs

» establish operational procedures for the RTLit that are consistent with the agreed policies

» inform the cluster schools served by the RTLit of enrolment, referral, and withdrawal processes, and the Memorandum of Understanding

» liaise and work cooperatively with appropriate professional agencies

» ensure that the management committee's policies on the use of cluster funding are followed by the host school board of trustees

» regularly report to the host school board of trustees through the host school principal

» promote all aspects of equity

» ensure that the RTLit undertakes professional development and the required training and has access to study leave

» receive, at each meeting of the management committee, a report from the RTLit on their Service provision

» ensure that an annual statistical report, in an agreed format, is sent to the Ministry of Education by the due date

» develop a future-focused cluster strategic plan, with an annual plan developed each year to implement the strategic plan.

Membership
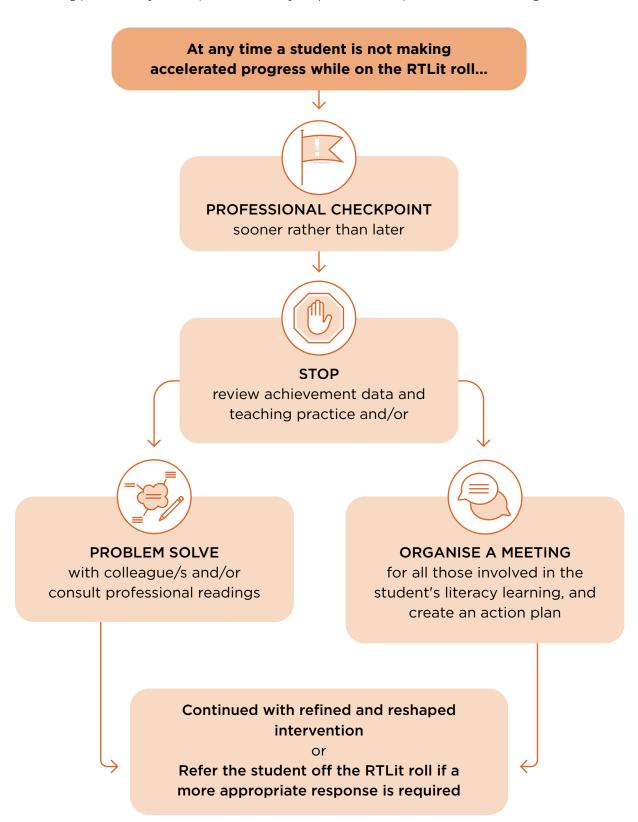
Membership of a management committee should include at least:

» the host school principal

» the RTLit

» a professional in the field of literacy difficulties, as agreed by the parties

» two representatives of the cluster schools.

Note: A quorum should be the RTLit, the host school principal, and a representative of the cluster schools. The committee may co-opt as required.

Appendix B. Process map for RTLit decision making – example

The following process may be adapted for use in your practice to help with decision-making.

At any time a student is not making accelerated progress while on the RTLit roll...

PROFESSIONAL CHECKPOINT
sooner rather than later

STOP
review achievement data and
teaching practice and/or

PROBLEM SOLVE
with colleague/s and/or
consult professional readings

ORGANISE A MEETING
for all those involved in the
student's literacy learning, and
create an action plan

**Continued with refined and reshaped
intervention**
or
**Refer the student off the RTLit roll if a
more appropriate response is required**

Appendix C. RTLit Professional Standards (from the 2016 manual)

Resource Teachers of Literacy are skilled and experienced teachers who work to meet the needs of year 0–8 students who are at risk of low achievement due to difficulties in literacy learning. RTLit provide advice and guidance to teachers and schools and one-to-one tuition to students. They consult and maintain effective relationships with schools, families, referral agencies, and the communities within which they work.

RTLit require full teacher registration, primary school teaching experience, demonstrated ability in teaching literacy, and knowledge and understanding of the New Zealand education system and curriculum. RTLit are also required to hold (or be studying towards) a postgraduate or graduate Diploma of Education (Literacy) or its equivalent. (Equivalent qualifications will be determined by the Ministry of Education as required.)

RTLit are based at a host school and are employed by the board of trustees of that school. They work in an itinerant role, as described in the Memorandum of Agreement, among a designated cluster of schools.

Professional standards for RTLit were developed by a representative working party and are based on a range of professional standards agreed for teachers. They describe the standards expected in the role of RTLit and are intended for use as a basis for performance assessment and for setting objectives for professional development.

Each year, the host principal and the RTLit will identify performance indicators from within each of the professional standards to form the basis of their annual performance agreement. The performance indicators described below are examples and are intended to provide options for consideration.

It is likely that a minimum of one and a maximum of five of the performance indicators provided would be used. Alternatively, a performance indicator not listed may be more appropriate. In many cases, the performance indicators would also need to be more specific to the programme, the cluster schools, and/or the experience level of the RTLit.

Dimension – Professional knowledge

Professional standards	Examples of performance indicators
Demonstrates depth and knowledge of:	**Shows evidence of:**
» theories of literacy acquisition and of literacy processes	» completing (or studying towards) a postgraduate or graduate Diploma in Education (Literacy) or its equivalent
» current research in the field of literacy	» presenting current research at appropriate forums
» learning theories and assessment practices and their application to children	» attending conferences in literacy learning
» effective teaching strategies and appropriate resources for literacy	» providing effective programmes to meet the needs of individual students
» *English in The New Zealand Curriculum* and its application across the curriculum	» implementing approaches or programmes based on current research material
» issues and national initiatives in literacy education, including those concerning Māori and Pacific students and students from a range of linguistic and cultural backgrounds.	» accessing English Online
	» regularly consulting with advisers and literacy personnel
	» being a member of relevant literacy organisations
	» examining issues for Māori and Pacific children in cluster schools
	» consulting with relevant professionals concerning the needs of NESB and disabled children and those with additional learning needs
	» applying current theory and practice in Māori and Pacific education
	» participating in staff professional development that promotes consideration of emerging educational thinking and practices
	» using IT to support literacy teaching.

Dimension – Professional development

Professional standards	Examples of performance indicators
Demonstrates depth and knowledge of:	**Shows evidence of:**
» ongoing development of their own knowledge and skills in literacy education	» reading relevant Ministry documents and websites
» encouraging and assisting colleagues in professional development for literacy education	» reading current research articles
» seeking support from other colleagues and reflecting on feedback	» accessing relevant websites and professional journals
» ongoing action research processes to enhance practice	» leading discussions on current research or new resources
» evaluating and reflecting on their own and others' teaching practices.	» providing advice and guidance on literacy learning to schools, teachers, and colleagues
	» participating in support groups and/or peer review processes
	» undertaking professional development on a regional or national basis
	» being involved in a research project
	» committing to ongoing tertiary or other work-related studies
	» identifying personal development needs and taking appropriate action
	» maintaining a professional reflective journal
	» taking a lead in professional development within a cluster.

Dimension – Te reo me ōna tikanga

Professional standards	Examples of performance indicators
Demonstrates depth and knowledge of: » biculturalism » adoption of Māori protocols where appropriate » development of expertise that is culturally appropriate in meeting the literacy needs of Māori students in mainstream settings » development of further understanding of the Treaty of Waitangi and tikanga Māori.	Shows evidence of: » knowing and using appropriate bicultural teaching resources » participating in Māori cultural settings » pronouncing and using Māori names and words correctly » using and promoting appropriate Māori protocols » promoting Māori-preferred learning styles for literacy learners (e.g., implementing programmes to foster oracy) » working with RT:Māori and RT:LB Māori to support literacy learning for Māori students » using interventions and strategies that reflect an awareness of the Treaty of Waitangi » participating in activities or courses that enhance understanding of Treaty issues.

Dimension – Teaching strategies

Professional standards	Examples of performance indicators
As a teacher of year 0–8 students who are at risk of low achievement due to difficulties in literacy learning, demonstrates expertise and refined strategies in: » developing and practising specialised literacy teaching programmes and resources, learning activities, and assessment and evaluation » evaluating and improving their teaching practices » assessing students requiring support in literacy » developing literacy programmes	Shows evidence of: » designing, implementing, and evaluating programmes to meet the literacy needs of individual students » providing assessment information, specialised programme details, progress reports, and final evaluations of teaching effectiveness » undertaking peer appraisal of teaching techniques, followed by appropriate outcomes and reflection » implementing appropriate assessment and sharing reports with teachers and other relevant professionals.

Dimension – Teacher support and guidance

Professional standards	Examples of performance indicators
As a resource for teachers of year 0–8 students who are at risk of low achievement in literacy learning, demonstrates expertise and refined strategies in: » supporting and advising teachers to meet the needs of these students, including those from various cultures and backgrounds » identifying and facilitating change in the systemic influences on students' literacy learning » helping teachers to create an environment where students take responsibility for their own literacy learning » initiating and participating in the development of strategies and techniques for literacy.	Shows evidence of: » facilitating staff development workshops and meetings » providing in-service training for teaching support staff that incorporates appropriate cultural content » collecting data to support classroom practice and informing other providers of specialist help » providing constructive advice and evaluative feedback to teachers » being involved in the processes that lead to informed changes in school literacy practices.

Dimension – Relationships and communication

Professional standards	Examples of performance indicators
Demonstrates skills and success in: » interpersonal communication that enables effective teacher support » consultation, facilitation, and collaboration with relevant professionals » support of students' families (an all-inclusive term that includes parents, caregivers, and whānau) in collaboration with school staff, to ensure that they have opportunities to be involved in their children's literacy learning » management of professional relationships.	Shows evidence of: » developing and maintaining constructive working relationships » providing constructive feedback on literacy learning to teachers and principals » using effective oral and written communication skills » undertaking effective consultation as required » consulting and facilitating appropriate interactions with cluster schools' teachers and other relevant professionals » working in a collaborative and consultative manner » using and promoting models of partnership when working with parents, whānau, and professionals » understanding the roles and responsibilities of associated professionals.

Dimension – Management of systems and processes

Professional standards	Examples of performance indicators
Demonstrates:	**Shows evidence of:**
» a working understanding of cluster schools' administrative systems and processes » an ability to collaborate in the development, implementation, evaluation, and improvement of RTLit administrative systems and processes.	» knowing how each school works in relation to literacy education » being aware of the management processes and structures of cluster schools and working within them appropriately » having a team approach to the development of effective systems and processes » consulting with appropriate groups and individuals » following cluster referral processes and meeting timelines » convening scheduled meetings that follow the collaborative process » adhering to privacy and confidentiality requirements » providing regular updates, reviews, and reports to appropriate parties » effectively co-ordinating services and agencies » developing and managing budgets and associated financial processes » collecting, analysing, and using data as the foundation for interventions » providing ongoing monitoring and support » applying learned concepts and theories to issues or problems appropriately » using a range of investigative techniques to seek relevant information » participating in policy reviews for literacy centres.

We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**