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Resource Teacher Literacy Professional Practice Manual (PPM) 2016

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Introduction and Overview

The RTLit Professional Practice Manual is intended to be guidance for RTLit working in English-medium settings. The manual describes the expectations of the RTLit role and what RTLit practice might look like. It also describes how the supplementary support provided by RTLit is designed to help teachers and school leaders effectively support students to learn, achieve and reach their potential. Through a common understanding of, and appreciation for, RTLit practice, everyone with a role in their RTLit cluster can ensure the service contributes to realising the Ministry's priority outcomes for the schooling sector.

Guiding Principles

The following guiding principles, **informed by current research**, underpin effective management and practice decisions for accelerating students' progress:

1. a focus on student potential, rather than student underachievement, is the most effective way to accelerate students' learning
2. evidence-based systems and practices for responding to the individual learning needs of students are essential for accelerating students' progress
3. interventions provided as supplementary support are conceptualised as a teaching and learning challenge, not a student problem
4. accelerated student progress is the indicator of a successful intervention.

Key expectations of your RTLit role

RTLit are expected to be 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 learners (and why) in order to bring about accelerated progress.

Accelerated progress

A student's progress is accelerated when it shows a noticeably faster upward movement than might otherwise have been expected from the trends of their own past learning and is faster than that of their own classmates, who are progressing at expected rates. This means the student has made more than one year's progress over a year. The aim is to accelerate a student's progress so that they are able to work at or near the appropriate reading and/or writing standard.

RTLit supplementary support achieves change through:

- keeping students' needs and achievement at the centre of any service provided
- effective teaching practice that is responsive to the identified literacy needs of the learner
- excellent knowledge of effective literacy teaching
- having high expectations for all learners and a full commitment to ensuring they succeed
- working alongside and/or in consultation with others, such as referred students' classroom teachers, school leaders, and other specialists, to provide practical/expert literacy support and advice that drives accelerated learning

Supporting priority students to achieve success

Māori and Pasifika students, and those from low socio-economic backgrounds, continue to be disproportionately represented in the group of students who need extra support to reach their potential. Ensuring RTLit are making a positive difference for priority students will include:

- contributing towards the analysis of data to identify the effectiveness of RTLit interventions for priority students in the cluster
- identifying and setting professional learning goals for improving RTLit support for priority students
- considering the needs of priority students when contributing towards setting cluster priorities.

The bigger picture

A system-wide response to student achievement

The work of RTLit fits into a much larger picture. RTLit contribute to the Ministry of Education's vision of "a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century".

RTLit are one of a number of supplementary support interventions in the schooling sector that are designed to provide specialised and targeted support, supplementing effective classroom teaching, for those students who have literacy learning difficulties such that they are not on track to reach expected levels of achievement.

Other literacy programmes and support interventions include Reading Recovery, Accelerating Learning in Literacy (ALL), and Speech and Language Therapists. The full range of support can be found at <http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD> . All of these programmes and interventions are designed with specific student needs in mind.

Other Resource Teachers focus on Learning and Behaviour (RTLB), children enrolled in Māori-medium settings with requirements additional or separate from extra literacy support (RTM) and students with hearing and visual difficulties (RTD and RTV, respectively).

The point of difference for an RTLit is their skill and experience in working with students who are experiencing significant literacy difficulties such that they need supplementary support, in addition to effective classroom teaching. This is the target group for an RTLit. Students referred to the RTLit service will be those with the **highest literacy needs in the school/kura**, based on a variety of assessment data – including where the student is in relation to the National Standard in reading and/or writing. Given the nature of their expertise, RTLit work primarily with students who are **well below the standard**.

Ministry of Education targets and priorities

It is important that the specialist resources available in the education system are reaching those students with the greatest need for support. In order to more effectively focus education resources, the Ministry has set priorities and targets that it is responsible for tracking progress against.

Three of the Ministry's priority outcomes relate specifically to the schooling sector:

1. Every child achieves literacy and numeracy levels that enable their success
2. Every young person has the skills and qualifications to contribute to their and New Zealand's future
3. Māori enjoying education success as Māori.

In addition to these priorities, the Ministry has two specific targets that relate to the work of RTLit:

- 85% of students in years 1-8 at or above the National Standards in reading and writing by 2017
- 85% of 18 year olds will have achieved NCEA Level 2 or an equivalent in 2017¹.

These targets and priorities set the national policy direction for those education professionals in the schooling sector setting community and regional priorities for student achievement.

¹ We know that students need strong foundation skills such as reading and writing in order to access the curriculum and work towards the target of reaching NCEA Level 2 before leaving compulsory schooling.

RTLit support

Meet the needs of all referred students

To meet the needs of referred students by accelerating their progress in literacy, RTLit:

- respond to identified needs within a cluster, through their work with referred students
- respond to the needs of individual students and groups of students
- build teacher and leadership capability (through indirect instruction)
- have a strong interface with the Ministry of Education, primarily through the connect with the local Regional Office²
- collaborate with other agencies to benefit students, where appropriate
- work in partnership with teachers and school leaders, and parents, families/whānau in collaboration with the classroom teacher, and in line with cluster practice policies.

Provide effective systems and practices

Effective RTLit support contributes towards providing kura/schools/clusters with systems and practices to:

- accelerate the achievement of all referred students, particularly Māori and Pasifika
- enable teachers and school leaders to meet the needs of students with significant literacy difficulties
- achieve positive, measurable outcomes for all learners whose achievement in literacy is not being fully realised.

Support kura/schools/clusters

RTLit expertise will support schools/kura or clusters of schools/kura to focus on realising student potential through the design and implementation of supplementary support interventions for referred students. The intervention should be designed to bring about accelerated progress and be integrated into the school/kura curriculum achievement plans. This support could include:

- interpretation of achievement data
- development and ongoing monitoring of individual education plans
- alignment between the intervention and classroom teaching strategies and learning contexts
- scaling up the intervention so that improved classroom practice for accelerating progress is an outcome.

² <http://www.education.govt.nz/ministry-of-education/contact-us/regional-ministry-contacts/>

Culturally responsive service

Within both the Management and the Professional Practice Manuals, the terms ‘culturally responsive’ and ‘culturally appropriate’ are used. This is about RTLit understanding a student’s language, culture and identity, and working in a genuine partnership with families/whānau. Ministry documents and plans that inform working in a culturally responsive way include:

- Tātaiako – cultural competencies for teachers of Māori learners³
- Ka Hikitia – managing for success, Māori achieving education success as Māori⁴
- The Pasifika Education Plan⁵.

These documents⁶ are inextricably linked to, and underpin, effective RTLit practice and are woven through this document.

The higher-level principles within these documents can also be applied to effective teaching practice for many other cultures present in our New Zealand schools. The importance of understanding a student’s language, culture and identity and building genuine partnership with parents, families/whānau, is woven through this document.

Working with all cultures

New Zealand communities are diverse, with many different cultures, ethnic, religious and socio-economic groups.

The RTLit service will meet the identified needs of referred students in their community by:

- appreciating individual diversity
- increasing the cultural competence in the service.

RTLit practice will:

- develop positive, culturally responsive relationships with referred students and their families/whānau
- use practices that are adapted to take into account learners’ cultural capital
- empower referred students from all cultures to succeed.

Working with Māori

Māori are one of the Ministry’s priority groups, as Māori learners are still over-represented in those students not achieving to their potential.

The RTLit service will contribute to accelerating Māori student achievement by:

- identifying the literacy needs of Māori students within the cluster
- working for and with parents, families/whānau, iwi and hapū (this may be through a referred student’s classroom teacher, but is something that should be considered by the RTLit and discussed with the classroom teacher and school leadership in the initial stages)
- delivering a culturally responsive service.

³ <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/~media/MinEdu/Files/TheMinistry/EducationInitiatives/Tataiako/TataiakoWEB.pdf>

⁴ <http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf> - note Ka Hikitia resources can be ordered through ka.hikitia@minedu.govt.nz

⁵ <http://pasifika.tki.org.nz/Pasifika-Education-Plan>

⁶ Copies are available on Ministry websites - your host school should be able to access these for you in hard copy if required. In addition, as teachers, RTLit are able to order resources from the Ministry’s resource catalogue, *Down the Back of the Chair* - http://www.thechair.co.nz/servlet/Srv.Ecos_Process_HTML_File?P1=/graphics/moe/signon.htm

Ka Hikitia is the Ministry of Education's approach to improving the performance of the education system for, and with, Māori. It emphasises the importance of a Māori potential approach in education and focuses on:

- identifying opportunity
- investing in people and local solutions
- tailoring education to the learner
- indigeneity and distinctiveness
- collaborating and co-constructing.

Ka Hikitia also emphasises the importance of ako. The key aspects of ako are:

- identity, language and culture counts – knowing where students come from and building on what students bring with them
- productive partnerships – Māori students, whānau and educators sharing knowledge and expertise with each other to produce better outcomes.

Interventions involving referred Māori students should take the Māori potential approach and emphasise the importance of language, identity, culture and sharing knowledge in partnership with students, parents, families/whānau and kaiako/teachers.

Partnership

Parents, families/whānau should feel that their knowledge and experiences can be expressed and valued in a caring, supportive and non-judgemental setting. This will help facilitate sharing and learning for the collaborative team.

RTLit work with students, parents, families/whānau, teachers, school leaders and the Māori community, through their work with individual referred students in ways that ensure:

- power sharing
- self-determination
- cultural responsibility
- reciprocal interactions
- positive strength-based partnerships
- a common vision.

Supplementary Support Interventions

If an intervention selected for implementation is not from a Māori world view, it may need to be adapted. Interventions should be:

- effective for Māori
- culturally appropriate
- responsive to Māori culture/tikanga
- meaningful to participants
- inclusive of traditions that are protective and healing
- ensure the importance and significance of utilising Māori kawa (customs and protocols).

Working with Pasifika

Pasifika students are another group over-represented in those who need further support to reach their potential, and are another of the Ministry's priority groups.

The Pasifika Education Plan is the Ministry of Education's approach to encouraging personal responsibility, promoting collective accountability and emphasising the importance of lifting Pasifika achievement.

Pasifika students are from a range of Pacific islands, each with unique cultural and language identities. Interventions involving Pasifika students must be appropriate for their unique cultures. It cannot be assumed that what is appropriate for one Pasifika culture will be appropriate for all Pasifika cultures.

Collaborating with families/whānau

RTLit interventions should acknowledge the Pasifika family's aspirations for their child's education. Family should be:

- actively engaged and involved in all aspects of the process
- feel encouraged and empowered in their knowledge and decision-making.

Communication with families should be culturally appropriate, for example:

- with someone as an interpreter if necessary
- involving appropriate liaison people from their community
- establishing and build on positive relationships.

Supplementary Support Interventions

Interventions selected for implementation may need to be adapted. Interventions should be:

- effective for the Pasifika culture of the student
- meaningful to participants
- culturally appropriate.

Professionalism

RTLit qualification

RTLit appointed to positions must either:

- have completed a training course approved by the Ministry
- commence one within one year of their appointment

Postgraduate Diploma of Education (Literacy)

Since 2004, RTLit have been required to hold (or be studying towards) a *Postgraduate Diploma of Education (Literacy)* or its equivalent.

Equivalent qualifications will be determined by the Ministry of Education as required. 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, child-based assignments.

Currently these courses are available at Massey and Auckland Universities:

Massey University: there is a postgraduate Diploma in Literacy Education (PGDipLitEd) available at Albany campus in Auckland via distance learning (see:

http://www.massey.ac.nz/massey/learning/programme-course-paper/programme.cfm?major_code=2911&prog_id=93057).

Auckland University: there is a Post Graduate Diploma in Education, Literacy Specialisation. The majority of the course is distance learning, with some on-campus days (see:

<http://www.education.auckland.ac.nz/en/for/future-postgraduates/fp-study-options/pg-programmes-and-courses/postgraddiped/literacy-specialisation.html>).

All RTLits employed by the host school must have completed a training course approved by the Ministry, or commence one 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 RTLits.

For further information, including funding, refer: Resource Teacher Literacy Management and Leadership Manual 2016, Appendix B Schedule C: Training Requirements.

Other requirements

RTLit also require:

- full teacher registration
- recent primary school teaching experience
- demonstrated ability as an adaptive practitioner with effectiveness in accelerating literacy achievement
- knowledge and understanding of the New Zealand education system and curriculum framework
- hold a NZ drivers license.

An integrated system of support

To ensure a seamless and cohesive provision of services to kura/schools, RTLit and other support services (such as RTLB, Reading Recovery, RTM) work in partnership, as is appropriate.

Networking between RTLit and other support services (such as RTLB, Reading Recovery, RTM) may include:

- liaison
- referral systems
- co-working
- professional development
- use of resources
- transition processes
- cultural support.

Networking in this way will provide:

- positive outcomes for students, families/whānau and kaiako/teachers
- seamless and cohesive service provision and an integrated system of support
- smooth transitions for students.

Practice

Workload / case management

The RTLit service is a finite resource with 109 (English Medium) RTLit positions throughout the country. In order for students with the highest literacy needs within a /kura or cluster to get the best service possible, it is important that RTLit focus on their **core function**: working with students who have been enrolled for RTLit supplementary support.

The supplementary support provided can be direct or indirect (outlined on pages 13 and 14), but should always be specifically related to students on the RTLit roll. All actions taken by RTLit should be intended to result in accelerated progress for these students.

The RTLit role

RTLit are specialist teachers with literary and adaptive practice expertise who support and assist staff in schools to accelerate progress of **year 0-8 students** experiencing difficulties with literacy learning.

The RTLit service provides short, intensive supplementary support to students with high literacy needs⁷. The goal is that students make accelerated literacy progress and are able to work at or near the appropriate reading and/or writing standard. This will enable the students to benefit from effective classroom teaching, and maintain the expected accelerated progress to close the gap with their cohort.

RTLit support may focus on:

- reading and/or
- writing and/or
- oral language development.

They:

- work with referred students and their teachers, within a cluster of schools, to provide advice and support on meeting the needs of these students
- provide advice, modelling and guidance for classroom teachers who work with students on the RTLit roll
- provide expert direct instruction to individuals or small groups of students who require intensive support
- liaise with school leaders to contribute towards the establishment of effective systems and practices for ensuring positive, measurable outcomes for all learners whose achievement in literacy is not being fully realised.

Tasks not within the role

- teaching a particular subject or course for a class
- acting as a remedial teacher of students with special education needs
- working as a teacher's aide or reliever
- taking responsibility for a special class or unit
- carrying out routine school duties (for example, playground duty, bus duty)
- working as a Reading Recovery teacher.

⁷ The phrase 'short, intensive support' has been used to differentiate RTLit intervention from a permanent teaching relationship, such as a student will have with their usual classroom teacher. The actual time spent with a student relies on an RTLit's professional judgement and informed decision-making.

Who should be referred to the RTLit service?

To strengthen equity of access across all schools, careful judgement should be made when accepting referred students onto the RTLit roll.

The RTLit service is intended for students with the highest literacy needs. As such, students referred to the RTLit service should be those with **the highest literacy needs in the school/kura**.

Given it is likely there is a need to prioritise students, RTLit and management committees should take note of the following additional priorities for RTLit intervention (recognising that these are priorities, **not pre-requisites for acceptance onto the roll**):

- students well below national reading and writing standards
- students 'referred on' from Reading Recovery
- students with the highest *literacy* needs on the waiting list
- cluster priorities.

Referrals to the RTLit service will **most often be** for students after their first one or two years of schooling. However, it should be noted that referrals should be considered on a case-by-case basis, taking into account the cluster 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 still be considered to have a high need for, and would significantly benefit from, the literacy support RTLit intervention would offer.

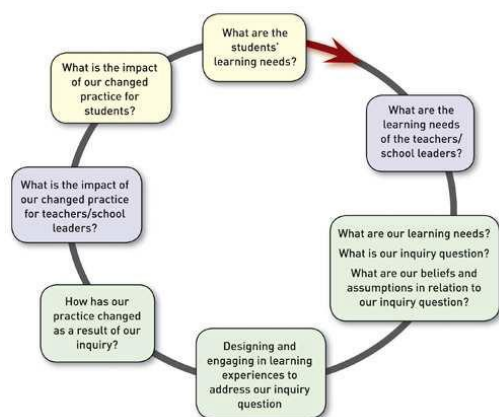
A small group of students are 'referred on from Reading Recovery' for follow-up literacy support where they have made insufficient progress to be sufficiently discontinued from Reading Recovery. It is important that learning gains made during Reading Recovery continue to be built on within the classroom, and that the student and class teacher are not left without assistance when the student's learning needs persist. Accepting these students on to the RTLit roll may mean 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 also important that together, the RTLit and the classroom teacher, discuss the student's needs with the Reading Recovery teacher and/or tutor.

Students who are learning English as an additional language may be referred to the RTLit service. Some, for example those who are ESOL-funded, may already be receiving language support to supplement effective classroom teaching. In such cases the RTLit, in discussion with the classroom teacher and school leadership, need to determine whether additional literacy support might enhance progress, or duplicate support provided through ESOL funding provision.

RTLit can use their influence and professional support to direct or assist schools towards using MoE provided ESOL resources for developing, monitoring and evaluating their use of ESOL funding and programmes offered for referred students who are English language learners.

Effective professional practice

Inquiry process – a collaborative approach



A collaborative inquiry approach is one way in which the RTLit, classroom teacher and school/kura leadership are able to maintain a consistent and coherent programme to address learning needs.

Together the RTLit and classroom teacher:

- analyse the student's strength and needs
- determine the subsequent needs of the teacher
- plan and deliver the intervention
- monitor and evaluate the effectiveness of their approach
- provide feedback to the school leadership

to inform the ongoing evaluation of the school's strategic response for accelerating progress.

An added advantage of this collaborative approach is that the teachers can transfer new skills and understandings to other teaching contexts for students experiencing literacy difficulties.

See Appendix A for an example outline of a supplementary support practice sequence.

Deciding the most appropriate form of RTLit Supplementary Support

There are two forms of supplementary support available for a student on the RTLit roll: **direct** and **indirect**. In both cases, the intention is for the student to **progress quickly** to where they will make accelerated literacy progress, and be able to work at or near the appropriate reading and/or writing standard. The student would also be in the position to benefit from effective classroom teaching, and maintain the expected accelerated progress to close the gap with their cohort.

Direct and indirect support should be used flexibly and deliberately, based on professional judgement and careful analysis of the student's strengths and needs, while also taking into consideration the classroom learning environment. The mix of direct and indirect will depend on each student and their learning context and should be considered on an individual needs basis through a process similar to that outlined in the steps below (informed by the practice sequence in Appendix A).

1. The referral is analysed and an initial meeting/s with the school leadership, teacher and parents/family/whanau organised to establish relationships and clarify expectations about possible ways of working.
2. Baseline data is 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 intervention is agreed upon, e.g. reading or writing or both.
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 upon, in collaboration with the teacher and the school leadership.
5. An action-plan with timeframe and timetable for the planned intervention, with formal monitoring points along the way, is established and agreed to by the teacher and the school leadership. Roles and 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.

Indirect Supplementary Support

The major focus of RTLit work will be indirect supplementary support. This involves the RTLit supporting/coaching the classroom teacher to deliver appropriately designed learning opportunities within the classroom literacy programme.

The classroom teacher, RTLit and target student/s work together, and can be grouped with students with a similar learning need.

The following is a guideline for the next steps in the process, if indirect support is the outcome arrived at after steps 1-6 (outlined above):

7. Teaching goals for the teacher are established and linked to the student/s' learning goals to inform a teaching inquiry.
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 teaching 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.
9. At agreed points in time a range of student data is 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?
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 target 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 then 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.

NB: These steps are intended as a guide only, and contextualised examples of indirect support in action developed by practising RTLit will be available on Literacy Online.

Direct Supplementary Support

There may be several reasons for the RTLit choosing to use a brief period of direct supplementary support, and the decision to do so – as always – should be based on individual need.

Direct supplementary support may be chosen:

- for diagnostic purposes where the RTLit wishes to gain greater insight into the student's needs
- Where the RTLit believes a short period of intensive teaching is required to break a pattern of the student's ineffective learning behaviour.

This teaching may or may not occur within a classroom, but regardless, 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 process back into the classroom involves the RTLit supporting the teacher to provide classroom literacy instruction that will ensure the rate of progress is maintained.

Guidelines for providing Direct Supplementary Support

The following is a guideline of the next steps in the process, if a direct intervention is the outcome after steps 1- 6 (outlined above):

12. The assessment information informs a cycle of intensive teaching sessions for the target student (possibly two to 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.
13. Planned observation and discussion opportunities of the intensive teaching sessions are made available for teacher/teacher aide/parents/family/whanau to identify and discuss the support that can be given within the classroom literacy programme, and for building reading or writing mileage at home. Particular attention is given to ensuring there is a common language of instruction between the two learning settings.
14. At agreed monitoring points, an evaluation of the student's progress towards cohort expectation will be undertaken by the RTLit to identify when it is appropriate to make the transition from intensive direct support to indirect in-class support.
15. The timeframe and timetable for the indirect support is agreed by the teacher and school leadership, and implemented following the steps outlined in the above indirect supplementary support guidelines.
16. A formal reflection, review and closure process is undertaken with the teacher and school leadership at the end of the agreed support cycle (or earlier if target student/s progress has been accelerated at a faster rate than expected). The rate of accelerated progress towards meeting cohort expectation is identified, and decisions are made about how the revised teacher and target student/s learning goals will continue to be supported within the systems and practices of the schools planned strategic response for monitoring and accelerating progress.
17. The RTLit uses the information gained from this process as part of their own self review process.

These steps are intended as a guide only, and contextualised examples of direct support in action, developed by practising RTLit will be available on Literacy Online.

Time-bound instruction

Note that these are **guidelines only** and further analysis of future monitoring data will be required to determine optimal service delivery. As with all guidance in this manual, there will be a need for flexibility in applying the guidelines.

All decisions should be made deliberately and with the student at the centre of the considerations – this includes decisions about how much instruction an individual student should receive from the RTLit service.

The supplementary support provided by RTLit needs to be time-bound to ensure those students who can benefit from this type of support have access to the service, with fewer students remaining on the waiting lists.

Setting a 'time boundary' gives RTLit an opportunity to review with all those involved, and to ascertain how well the support provided by RTLit is benefiting referred students.

This time boundary (approximately 45 sessions) should be sufficient to determine whether or not the student is likely to be successfully discontinued in the near future, or will require further long-term support.

When a period of instruction nears the time boundary, the RTLit and relevant personnel should 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 the RTLB.

Units of time and timing of instruction

The time parameters in this section are intended to provide RTLit with an opportunity to regularly review and monitor the service being provided for students on the roll to ensure their needs are being met and they are on track to meet expected levels of progress.

All time an RTLit spends on indirect and direct instruction should be recorded as units of time. This will allow analysis of impact, in relation to time in instruction. Regardless of the sessions' length (or whether the session length varies across the time of the intervention), for consistency, RTLit are asked to record this time in 30 minute units.

Time recorded should include meetings RTLit may have with the school leadership and a classroom teacher to plan and evaluate the progress and programme of learning for a child on the RTLit roll.

Decisions about time need to be planned and deliberate. Length of contact time and the period between collaborative inquiry sessions is important: one session a week may well be too intensive for teachers to integrate new learning within their practice, while once every three weeks may be too infrequent.

The RTLit should also use informed professional judgement to decide on the best session length for optimum learning opportunities for each student. 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 may result in minimal learning for each student.

Students discharged from the RTLit service

Historically, students who have been taken off the RTLit roll have been described as 'discharged'. To replace this generic term, the following definitions will assist in identifying those students who:

- have successfully completed their programmes
- require ongoing assistance
- have left the school or district

Definitions of status of 'discharged' students

- **'Successfully discontinued'** – when the RTLit judges a student is working at, or close to, the expected relevant standard in reading and/or writing, and is able to fully benefit from effective classroom teaching.
- **'Referred on'** – when the RTLit and management committee have made a decision that the student is not making sufficient progress to be successfully discontinued, and within an appropriate time, there is further intensive support required from other services, such as RTLB. Alternatively, there may be other priorities for the student at this time that mean RTLit support is no longer appropriate.
- **'Withdrawn'** – when the student is no longer able to receive RTLit instruction (but is not successfully discontinued or referred on), which could be for a variety of reasons, e.g. the student may have left the area.
- **'Rolled over'** – when instruction for the student is to be rolled over into the next year, but data is taken at the end of the year and reported as part of the annual reporting cycle.

The goal of the RTLit should be to successfully discontinue as many students as possible – this will be an indicator of the success of the RTLit service.

Processes for students exiting the roll

While it is recognised that clusters will have a variety of procedures for taking students off the RTLit roll, it is recommended the RTLit and the management committee develop a formal process for this.

This will ensure all those concerned with the student's learning are informed about expectations for ongoing support and monitoring.

The RTLit may use their agency to encourage the school to hold a case conference for those responsible for the student (e.g. 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 child has the necessary ongoing support.

How we know the service is making a difference

Reporting

Reporting needs to inform the cluster management committee of outcomes for students as a result of RTLit involvement. It should also demonstrate the difference the service is making for all students, particularly Māori and Pasifika.

Reporting for individual students needs to include:

- what goals were set and whether they were achieved, not achieved or are still in progress
- what the level of achievement was
- what the level of progress was (i.e. how much acceleration was achieved)
- evidence of achievement using pre data and post data
- any identified future goals.

RTLit are required to monitor and report on student progress to the teacher, the school leadership, and the cluster management committee. The cluster management committee is responsible for reporting to the host school board of trustees, and the Ministry of Education.

Student achievement data and other relevant information will be provided to the Ministry of Education's Research Division annually. This monitoring information is critical in allowing the Ministry to monitor the impact and effectiveness of the service, and to identify areas for system improvement. Forms for this will be provided, detailing the information required for monitoring purposes.

Monitoring

Throughout a student's involvement with RTLit support, the RTLit and classroom teacher will carefully monitor the student's progress and liaise frequently. This will:

- enable the two teachers to develop consistent expectations for the student's progress and achievement
- ascertain whether accelerated literacy learning is occurring
- provide multiple opportunities to practise the new learning. Working together in this way will enable the teachers to make decisions about what appears to be effective teaching for this student, ensuring the language of instruction in each learning setting is complementary with, and not confusing to, the student.
- ensure the classroom teacher and the school leadership are well informed about the student's progress
- enable decisions to discontinue or recommend that a student be referred on are planned and well communicated.

Consideration needs to be given to how parents, family and whānau are engaged while their child is on the RTLit roll. Relationships with parents, families/whānau of children on the RTLit roll remain the responsibility of the school the child is enrolled. This includes reporting progress and achievement. While this responsibility remains with the school, the RTLit may also have contact with parents, families/whānau. Decisions on this engagement should be made in collaboration with the classroom teacher and school leadership on an individual needs basis.

Evaluation

RTLit should keep sufficient ongoing records to regularly evaluate the effectiveness of their programmes through analysing student data.

Monitoring and evaluation will allow RTLit to adjust and refine their programmes to ensure they are effectively meeting the diverse needs of the students on their roll. Establishing regular checkpoints may assist with this.

Appendix B contains an example of a process map for decision-making. You may wish to use this in your practice, adapted to your particular needs, in combination with the 'professional checkpoint' example at Appendix C developed by two RTLit working in the role.

Appendix A – An example of a practice sequence

Comment

The following is an example of steps that an RTLit could take when working with a referred student. In some instances, some parts of the sequence may be combined with others, and the steps could be used in a different order depending on the individual an RTLit is working with.

Each cluster will have policies to guide practice that will be flexible to address their own needs, and, most importantly, the needs of each student requiring specialist literacy support.

In addition, individual RTLit may already have a practice sequence that has been discussed with the management and leadership team, and which has proven to be effective for them. This example is not intended to negate best practice already in place; rather to provide further guidance for those who need it. As such, these steps may not necessarily reflect an individual RTLit's current practice.

Referral

The cluster will have a referral process that ensures that there is 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
- ensure parents, family/whānau have provided informed consent for involvement, following discussion with the classroom teacher⁸.

Initial meeting

The purpose of an initial meeting with the school leadership and classroom teacher is to:

- understand the school's planned strategic response for accelerating progress for individuals or groups of students, and how the RTLit will fit into this
- develop collaborative relationships with the team of people responsible for the identified student's progress
- clarify roles and responsibilities
- explain the RTLit way of working.

The parent, family/whānau should be 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 the school leadership
- the specific needs of the referral are clarified
- information is gathered to support the request for assistance
- the preferred pathways for ongoing contact with the leadership, teacher, parents, family/whānau (the team) through the intervention are established
- the referrer and the RTLit reach agreement on the how the intervention will link to and complement the classroom programme, what data will be collected, how this will be done and what exit will look like.

⁸ The responsibility for informed consent sits with the student's school. If it hasn't, a discussion with the classroom teacher/Special Education Needs Coordinator (SENCO) is appropriate.

Data gathering

Baseline information is gathered in this step. There should be multiple sources of data gathered including an observation of the student in a reading or writing lesson.

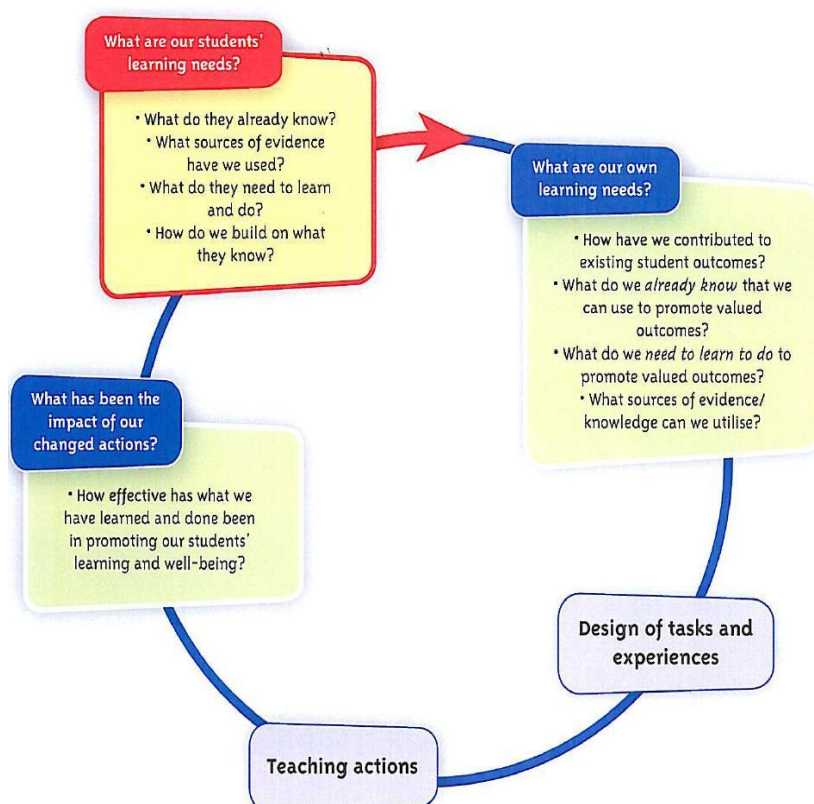
The post data gathered needs to relate to the baseline and monitoring data. This will ensure valid, reliable and accurate measures of the outcomes and will provide evidence of effective RTLit service, and identify any information relevant to target/priority groups.

Analysis

Analysis should provide a framework for informing RTLit practice.

The RTLit will:

- evaluate all available data to identify, define and prioritise individual learning needs
- discuss the possible hypotheses with others in the team, if appropriate and as time allows
- set achievable, measurable and important case goals
- write and keep clear records.



Goal setting

In this step, the RTLit will:

- evaluate all available data in terms of its meaning
- identify, define and prioritise key trends
- discuss the possible hypotheses with others in the team
- set achievable and measurable goals projecting the level of acceleration that is desired.

Planning

On completion of an analysis of collected data, the RTLit, in collaboration with the student's teacher/Special Education Needs Coordinator (SENCO) or school leadership, will offer suggestions for an intervention that addresses the student's immediate needs.

Proposed strategies should be evaluated for:

- cultural responsiveness
- inclusiveness
- contextual relevance
- availability of resourcing
- capacity for successful implementation
- reference to *The New Zealand Curriculum*
- strengths-based practice

- evidence-based practice.

Once a strategy is agreed on, the team will decide on:

- roles and responsibilities
- how progress will be recorded
- what monitoring will look like
- a set review time.

Implementing the Supplementary Support Intervention

Implementation should:

- use a culturally responsive approach
- occur in the context of the learning environment, if possible
- promote inclusiveness
- be timely
- regularly refer to the agreed plan
- have progress against set goals regularly recorded
- identify and address any barriers to successful implementation as they arise
- include team review of planned goals and strategies.

Monitoring

RTLit should regularly monitor the implementation to ensure ongoing evaluation of effectiveness and fidelity of the implementation to the agreed strategy. This will ensure adherence to the plan and the ability for any adaptations to be made, if needed.

Factors that could be monitored include:

- effectiveness/movement towards the attainment of goals
- quality of delivery
- cultural responsiveness
- timeliness to deliver
- responsiveness of participants
- impact of the service on Māori and Pasifika
- modifications needed
- appropriateness of implementation
- resourcing
- the strategies used.

Reflection, review and closure

Through reflection and using evidence gathered, RTLit can identify aspects of the supplementary support intervention that were successful and note any barriers. This process will help:

- build the practice knowledge of RTLit
- inform future supplementary support interventions
- identify performance gaps
- identify the need for professional development
- identify any gaps in the service.

A case may be closed when:

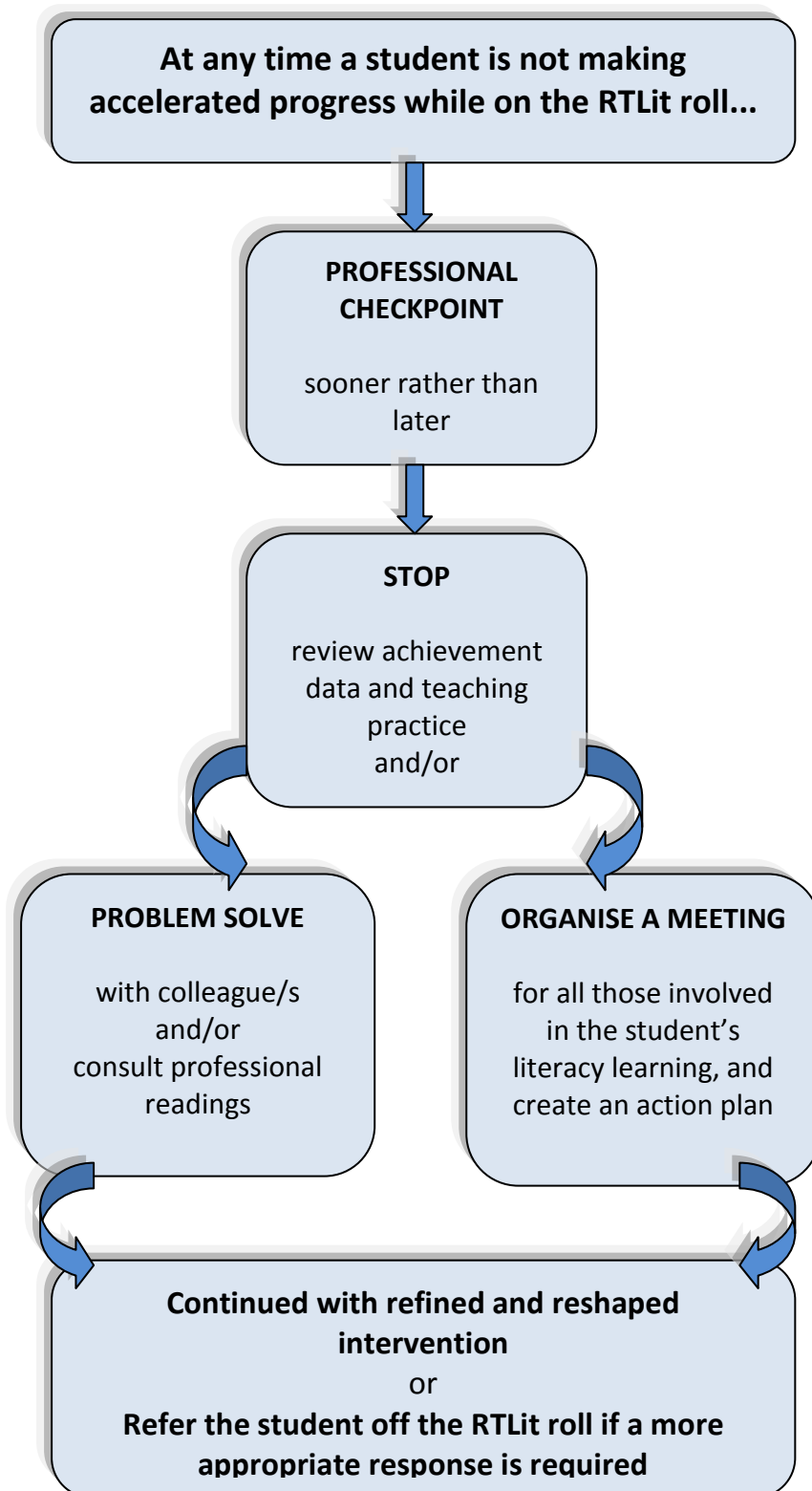
- a student is '**successfully discontinued**' – i.e. when the RTLit judges a student is working at, or close to, the expected relevant standard in reading and/or writing, and is able to fully benefit from effective classroom teaching.
- the team agrees the supplementary support intervention has led to the outcomes agreed to at the start

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- a plan of action has been developed and agreed with the classroom teacher and school leadership
- a final summary that records the outcomes of the service provided is presented to the team (including the child's parents/whānau)
- the student moves to another cluster (transition support and documentations will need to be organised)
- the kura/school has the capacity to support the student without RTLit support.

Appendix B – Process map for RTLit decision making – example

A version of the following was included in the PPM 2012, and may be adapted for use in your practice to help with decision-making.



Appendix C - Professional checkpoints - example

Professional checkpoints are an effective RTLit process for monitoring and evaluating the impact of teaching decisions.

This example was developed by RTLits Liz Hansen and Debbie Fitzgerald, and a version of it was also included in the 2012 version of the PPM. It may be used as a basis for your own practice, with adaptations as required.

RTLit Professional Checkpoint	
When to do a professional checkpoint	
<p>At any point when the RTLit is concerned the student is not making accelerated progress, or in order to 'check-in' on how the instruction is going for an individual students, e.g.</p> <ul style="list-style-type: none"> • After approximately session 10 • At approximately session 30 if it is clear the student is not making sufficient progress to work at, or close to, the appropriate <i>New Zealand Curriculum</i> standard in reading or writing • At approximately session 30 when working indirectly, and it is clear the PLD needs of the classroom teacher exceed the 45 sessions available to the referred student • At 45 sessions, to ascertain 'next steps' for the referred students, which may include: <ul style="list-style-type: none"> ▪ a defined amount of extra sessions with the RTLit before the student is able to be successfully discontinued discharged (this should be a professional judgement, recognising that RTLit support is a limited resource), ▪ a different learning need has been identified which would indicate alternative support for the student is required (e.g. RTLB) ▪ indications are the student's progress will successfully continue in the classroom environment and therefore RTLit instruction can be successfully discontinued 	
Steps	
<p>1. Analyse data</p>	<p>Possible actions:</p> <ul style="list-style-type: none"> • thoroughly analyse all current assessment data and teaching records, and • collect further assessment information if necessary, and/or • analyse video of RTLit working directly/indirectly with the student/classroom teacher or ask a colleague to observe a session, and/or • video observation of the student working within the classroom literacy programme or formal written record of an observation of the child working within the classroom literacy programme, and/or • those involved in the student's literacy learning observe the student being taught (possibly behind the Reading Recovery one way mirror), and • create an action plan of next steps

	<ul style="list-style-type: none"> • implement the action plan for a set period, then move to Step 2 if required
<p>2. Discuss the case file with a colleague or management committee member</p>	<ul style="list-style-type: none"> • problem solve issues and discuss next steps, • create an action plan of next steps • implement the action plan for a set period, then move to Step 3 if required
<p>3. Hold a checkpoint meeting</p>	<ul style="list-style-type: none"> • organise a meeting for those involved in the student's literacy learning and SENCO, Principal, Syndicate Leader or Literacy Leader/Management Committee Member • all parties bring any current data, evidence of progress, work samples etc • create an action plan of next steps • implement the action plan for a set period, then move to Step 4 if required
<p>4. Student is referred off the RTLit roll, only after all other steps have been actioned (and in discussion with the student's classroom teacher)</p>	<p>At this point, the school:</p> <ul style="list-style-type: none"> • resumes sole responsibility for monitoring the student • continues with highly effective classroom teaching, while • referring the student to an appropriate service for long-term support