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Resource Teacher Literacy Management and Leadership Manual 2016

Contents

Introduction and overview	5
Guiding Principles	5
Key expectations of your leadership role	5
Key expectations of the RTLit role	5
Supporting priority students to achieve success	6
The bigger picture	6
A system-wide response to student achievement.....	6
Ministry of Education targets and priorities.....	7
How the RTLit service is organised.....	8
Host school	8
Cluster management committee	8
Cluster Planning.....	9
Cluster needs analysis.....	9
Strategic planning.....	9
Role of the management committee	9
Creating a strategic plan	9
Essential elements of a three-year strategic plan:.....	10
Implementation and reflection	10
Cluster review	10
Record keeping and reporting	11
Record keeping	11
Cluster reporting	11
Reporting to schools/kura	11
Reporting to the Ministry of Education	11
Personnel management.....	12
Appointment of RTLit positions	12
Roles	12
The Appointee.....	12
Employment agreement.....	12
Salary	12
Induction	13
Performance appraisal	13
Performance agreements	13
Evidence of effectiveness.....	14
Process.....	14

Professional development.....	14
Professional learning and development	15
Performance management	15
An integrated performance management framework	15
Dealing with performance concerns	15
Issues within the service.....	15
Leaving the service.....	15
Responsibilities	16
Income and expenditure	16
Resources	17
RTLit laptop	17
Office equipment.....	17
Travel costs.....	17
Travel reimbursement.....	17
Leasing or purchasing cars.....	18
Insurance for private cars used for cluster work	18
Surplus Funds	18
Surplus funds from one year to the next should also continue to be used for the service and move with a transferred position.....	18
Requesting additional funding	18
Additional travel funding	18
Sick leave reliever funding	18
Links to further information.....	19
Appendix A – RTLit Professional Standards.....	20
Dimension – Professional knowledge	20
Dimension – Professional development	21
Dimension – Te reo me ona tikanga	22
Dimension – Teaching strategies	22
Dimension – Teacher support and guidance.....	23
Dimension – Relationships and communication	23
Dimension – Management of systems and processes	24
Reference	24
Appendix B – Memorandum of Agreement	25
Agreement.....	25
Background.....	25
Schedule A: Host and cluster schools for RTLits.....	28

Schedule B: Generic job description	28
Schedule C: Training requirements	31
Schedule D: Management committee	33
Schedule E: Charter statement	34

Introduction and overview

The RTLit Management and Leadership Manual is intended to be a guide to the management and leadership for the Resource Teachers Literacy clusters and RTLit practice working in English Medium settings.

Through their work with schools, teachers, and students, RTLit play a vital role in all children progressing and achieving in literacy, and reaching their potential.

As a cluster management team, you also have a critical role in providing effective stewardship of the work of RTLit and overseeing access to the service.

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 leadership role

Effective stewardship of RTLit work and access to the service will involve:

- sound analysis and planning so that cluster and national priorities are understood and achieved
- ensuring that referral processes are fair and transparent so that access to service and resources is needs based
- systematically gathering information on what is being achieved to inform improvements, provide assurance on effective service provision and resource use, and to assist future planning
- ensuring that within the above processes, priority students (Māori and Pasifika students, and those from low socio-economic backgrounds) and their families/whānau/communities are well served
- a commitment to working with others providing specialist learning support so students, kura/schools and parents, families/whānau experience seamless, cohesive and integrated services.

Key expectations of the 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.

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.

Tasks not within the RTLit 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.

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 your cluster is making a positive difference for priority students will include:

- analysing data to identify the effectiveness of interventions for priority students
- identifying RTLit professional development needs to improve support to priority students
- considering the needs of priority students when 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 place in the schooling sector. The RTLit service is designed to provide specialised and targeted support, and to supplement effective classroom teaching for those students who have literacy learning difficulties which means they are not on track to reach their potential.

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, and because these students need supplementary literacy support in addition to good classroom teaching. These students are 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 primarily work 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 requiring the most support. In order to focus education resources, the Ministry has responsibility for tracking progress against set priorities and targets.

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.

How the RTLit service is organised

Host school

The role of the host school is to:

- employ the RTLit and meet their employment obligations under their employment agreement
- provide advice and assistance to the RTLit that reflect the Ministry of Education literacy policy direction, through connection with the Ministry's local regional office
- establish a management committee to administer the RTLit service
- manage and have ultimate responsibility for the cluster budgets and funding for the RTLit
- appraise the performance of the RTLit in meeting the professional standards and their key tasks
- be accountable to the Ministry for the effective, efficient and equitable operation of the RTLit programme
- ensure that the RTLit undertakes the required training and has access to agreed study leave, and ongoing professional learning.

Cluster management committee

All clusters must have a management committee (established by the host school), comprising the members listed in Schedule D of the Memorandum of Agreement (see Appendix B)². The membership of the committee will likely represent those schools that access and use the RTLit service, with the Host Principal (as the employer of the RTLit, and the 'holder' of the service on behalf of the other schools) likely having a key role.

The role of the management committee is to:

- promote all aspects of equity
- support the professional development of the RTLit
- develop cluster specific enrolment, referral, and withdrawal policies and processes, in consultation with the cluster schools, that reflect the Ministry of Education's literacy policy direction and its guidelines while remaining relevant to the specific needs of the cluster
- establish operational procedures for the RTLit that are consistent with the agreed policies and processes.
- inform the cluster schools served by the RTLit of enrolment, referral, and withdrawal policies and processes
- ensure that the management committee's policies on the use of cluster funding are followed
- regularly report to the host school board of trustees, through the host school principal
- receive, at each management committee meeting, a report from the RTLit on their service provision
- provide a yearly report to all cluster schools (see Reporting to schools/kura p.11.)
- ensure that an annual statistical report, in an agreed format, is sent to the Ministry of Education by the due date.

² The skill-set of a RTLit is that of a specialist literacy teacher. The cluster's RTLit(s) should be members of the management committee in their role as practitioners, rather than taking on the management tasks required by the committee.

Cluster Planning

Every cluster should have a regular planning, self-review and reporting cycle that ensures the RTLit resource available is used to maximum impact across cluster schools. It will be the responsibility of each cluster to determine the format of this planning.

Cluster needs analysis

Cluster planning should begin with a needs analysis.

The cluster management committee is responsible for undertaking the needs analysis, working in collaboration and discussion with the host school, cluster schools, RTLit, and local regional office.

Cluster planning should involve all key stakeholders, focus on the processes and outcomes for students and be guided by a range of information that **could** include:

- current national and local educational focus
- information provided by the local regional office, such as:
 - cluster achievement patterns
 - the student demographics of cluster kura/schools, for example, Māori, Pasifika
 - aspirations of iwi
 - aspirations of Pasifika stakeholders
 - aspirations of other stakeholder groups
 - emerging needs in cluster kura/schools in relation to students at risk of underachieving in literacy e.g. as identified in Communities of Learning strategic plans
- school trends and referral patterns
- the impact of RTLit interventions on student outcomes
- feedback from RTLit, kaiako/teachers, tumuaki/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.

Strategic planning

Role of the management committee

The cluster management committee is responsible for strategic planning, working in collaboration and discussion with the host school, cluster schools, Regional MoE and with advice from its RTLit member(s).

Ideally, a cluster strategic plan should have a three-year cycle, with an annual plan developed each year to implement the strategic plan.

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

Creating a strategic plan

The cluster's strategic plan will be dependent on each cluster's priorities and will be developed as appropriate by the cluster management committee.

Community of Learning cluster schools within an RTLit's cluster will likely have strategic plans, which could be used to feed into an overall literacy strategy plan for the cluster.

Essential elements of a three-year strategic plan:

- a vision – the ideal outcome of cluster efforts
- a mission – what the RTLit role is
- a limited set of goals
- targets to achieve the goals – how the cluster knows the goals have been met
- an annual plan that contains specific objectives, tasks, roles, responsibilities, timelines and achievement indicators
- goals that focus on the progress and achievement of priority students (Māori and Pasifika students and those from low socio-economic backgrounds)
- an accompanying annual budget
- a self-review process

Implementation and reflection

The RTLit service, and the cluster as a whole, should review and reflect on the implementation of the strategy, in particular:

- the allocation and execution of tasks
- allocated roles and responsibilities
- timelines and how well they were met
- results for priority students (Māori and Pasifika students and those from low socio-economic backgrounds)

Cluster review

Cluster self-review should include:

- reflection on governance, management and practice
- review of operating systems, cluster policies, protocols, processes and procedures
- review of strategic planning goals
- evidence of what is working
- what hasn't worked
- what are the restraints
- outcomes achieved
- trends and patterns
- identification of needs

Record keeping and reporting

Record keeping

Cluster management committees ensure the RTLit they manage keep records of work undertaken and the outcomes for students.

This record of work should include outcomes for identified groups of priority students. Each cluster will have its own priorities, but should also be cognisant of the national priorities for Māori and Pasifika students, and those from low socio-economic backgrounds.

RTLit need to gather evidence to demonstrate the effectiveness of their interventions, and to identify areas where there could be changes to their practice.

RTLit collect, analyse and use data, during involvement with a student or a group of students and their teachers, about mutually agreed goals.

Cluster reporting

RTLit are required to monitor and report on student progress and achievement to the student's classroom teacher, the school leadership, and the cluster management committee. Data from the records of individual RTLit is collated into a cluster record.

The cluster management committee is responsible for reporting to the host school board of trustees and the Ministry of Education, using the information from its cluster record.

Reporting to schools/kura

Each cluster will determine its own style of reporting to schools/kura which could include the following elements:

- personnel matters
- funding allocation and financial statements
- identified trends and patterns
- the impact of RTLit work on referred students' literacy outcomes
- the impact of RTLit work on priority students (both cluster and national priorities)

Reporting to the Ministry of Education

The cluster management committee is responsible for reporting to the Ministry of Education against reporting template requirements within timeframes set out the Ministry. The reporting template can be found on *Education Counts*³.

³ <http://www.educationcounts.govt.nz/data-services/data-collections/RTLit>

Personnel management

Appointment of RTLit positions

Clusters are allocated a given number of full-time RTLit positions, as advised by the Ministry of Education. Clusters may only appoint RTLit within their allocation.

Please check with your regional Ministry of Education office before advertising an RTLit position. Population changes, or resignations of RTLit who were Resource Teachers of Reading (RTRs) and guaranteed location and tenure, may create a need to move positions to maintain national equity of service.

Process

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 website www.nzsta.org.nz, see 'board as employer'.

Roles

- the host school tumuaki/principal is responsible for appointing new RTLit
- a principal representative from the cluster management committee should be on the appointment panel
- a professional with experience of teaching of students with literacy difficulties should also be on the appointment panel (this could be an RTLit)

The Appointee

- must be an experienced New Zealand registered kaiako/teacher
- must have a current practicing certificate
- must have a current New Zealand drivers licence
- must be prepared to use their own car if a lease car is not part of the employment agreement
- must be willing to be itinerant within the designated cluster
- must be able to meet the experienced teacher standards, including the competencies in Tātaiako
- must hold, or have the capacity to study and attain in the required period the *Postgraduate Diploma of Education (Literacy)* (or the RTLit qualification prior to 2004)⁴
- must indicate acceptance of their appointment by signing the letter of offer, which will include the job description

There is a national job description for the RTLit role (which can be found in the Memorandum of Agreement at Appendix B). Specialist skills may be added according to the needs of the cluster.

Employment agreement

RTLit may be employed by primary or area school/kura 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.

⁴ Study to commence within one year of appointment.

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.

Induction

On appointment of an RTLit, time should be set aside for induction. This should occur within one month of the RTLit taking up the position and prior to the appointee taking responsibility for interventions. Induction should include, but not be limited to, familiarisation with the cluster schools, referral processes and cluster needs.

It is recommended that the cluster management committee's operational documentation⁵ contains a section detailing the induction process for RTLit.

Induction process

The **host principal** is responsible for ensuring the RTLit has an appropriate induction, as per the cluster's operational documents and procedures. This would involve providing the following information to an RTLit:

New to the RTLit role:

- information about the RTLit role and the principles under which it operates
- RTLit guidelines and processes, for example, intervention sequence and record keeping requirements
- opportunity to work with an experienced RTLit
- an understanding of the importance of a student's identity, language and culture
- coaching and supervision, if possible

New to the cluster:

- introduction to the cluster kura/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

Performance appraisal

It is expected that host principals will already have a performance appraisal process in place for other teachers employed by the school. This process should be used with RTLit, with adjustments where required to account for the specialist skills of the RTLit – taking into account current professional standards (see Appendix A).

Performance appraisals should occur every year as part of performance management. The process provides a balance between accountability and development. It also provides an opportunity for the appraiser to provide constructive feedback and support on performance and development.

The **host school principal** is responsible for the appraisal of the RTLit.

Performance agreements

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

⁵ Those documents specifically developed by the cluster, based on national education priorities and responding to cluster needs.

As with appraisals for other teachers in the host principal's employ, appraisals for RTLit:

- take place within a structured, monitored and continuous process and in a supportive environment
- are evidence-based
- include a record of the issues raised and the decisions reached
- include self-appraisal as an integral part of the process
- are aligned with the professional standards for teachers contained in the employment agreement and the Registered Teacher Criteria, with adjustments where required to take into account the appropriate professional standards (see Appendix A)⁶
- are aligned with the cultural competencies for teachers of Māori learners in Tātaiako
- identify resources needed to support agreed goals
- support both individual and cluster performance
- are linked to, and ensure, relevant professional learning aligned to the cluster's strategic plan and linked to each RTLit development plan
- align individual RTLit goals and objectives with cluster vision
- address individual and cluster development.

Evidence of effectiveness

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

Process

Through the performance appraisal process RTLit:

- highlight their own strengths
- identify areas for growth and ongoing professional learning
- build capability aligned to cluster strategic plans

If RTLit are identified as not meeting the expected performance requirements, the host school board of trustees must first address the matter through its normal employment policies and the staff performance requirements identified in the relevant employment agreement. The board of trustees should seek support from the NZSTA industrial service.

As with other teachers, the employer should become familiar with the reporting requirements of the Education Council if further action is required.

Professional development

Ongoing professional development contributes to building and sustaining an effective service that improves learning outcomes for all students in the cluster.

- The **host principal** ensures RTLit have professional development plans reviewed annually as part of the performance appraisal cycle.
- **RTLit** discuss and negotiate professional learning and development requirements with their employers as part of the annual performance appraisal process.
- The **cluster management committee** supports RTLit professional development, including identifying cluster specific needs and priorities in the strategic plan.

⁶ It is incumbent on the host principal to take into account the appropriate teacher standards when considering the performance appraisal of an RTLit – this will likely include the professional standards all teachers must abide by, ensuring there is alignment with the RTLit professional standards in Appendix A.

Professional learning and development

- planned and based on RTLit's identified learning needs
- evidence-based
- both formal and informal
- linked to national curriculum initiatives and Ministry priorities
- responsive to the cluster strategic plan and identified RTLit needs
- led by credible facilitators
- identified with the appraiser
- funded at cluster level through the RTLit administration grant

The process of identifying, planning, doing, recording, sharing and reviewing professional development is a cyclical one.

Performance management

- The **host school principal** is responsible for the management of the RTLit's performance. It is expected the host school will have an already established performance management process that can be adapted for use with the RTLit the principal is responsible for.
- Performance management for RTLit will likely be done in collaboration and discussion with the **cluster management committee** (where appropriate).

An integrated performance management framework

- implements quality performance management
- aligns efforts to build capability, capacity and effectiveness
- maintains strong sustained performance
- shares a common language to guide communication and understanding
- appreciates the value of robust personal appraisal and cluster review processes

Dealing with performance concerns

- 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 board of trustees' employment policies, as is the case with other teachers.

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

Leaving the service

The host school principal has responsibility for managing the exit process when an RTLit, for whatever reason, leaves the service.

Managing cluster funds

Responsibilities

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

- funding to the host school for administration costs
- travel
- the purchase of new resources – (e.g. books etc)
- professional development (other than the approved RTLit postgraduate training), as identified through the RTLit performance appraisal 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 of trustees 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
- the board of trustees reports regularly to cluster kura/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 must be used only for the purpose for which they are granted.

Each board employing an RTLit will receive 1.00 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 must not:

- charge any form of 'rental' for RTLit accommodation
- use funds for additional salary payments to pay school staff for RTLit management

	Grant	Description of income	Purpose
Operational resourcing	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	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 ⁷ .	The grant helps the management committee meet the administration costs for the RTLit, for their professional development, and for new resource materials. The Ministry will advise the host school and the RTLit of the amount each year. (Heating, power, lighting, cleaning, and

⁷ The admin and travel rates used for RTLit positions is the same admin and travel rates used for all itinerant teaching positions. The rates are published on the Ministry's website, and schools are advised when they receive their January Operational Funding Instalment Notices.

			building maintenance are not deducted from this grant.)
	Travel	<p>Every RTLit position attracts an annual travel grant. The Ministry will advise the host school and the RTLit of the amount each year.</p> <p>It is up to the management committee to determine how this funding will be allocated and the operating systems that they will use.</p>	<p>Host schools are funded for the expenses incurred by RTLit who travel in the course of their duties, including those incurred for professional development.</p> <p>RTLit are reimbursed for approved travel.</p> <p>Travel reimbursement rates are specified in the Primary Teachers' Collective Employment Agreement.</p> <p>The rates are intended to cover the overall travel costs, including the RTLit's car insurance.</p>

Resources

RTLit laptop

The Ministry expects that every RTLit will have a laptop, which may be purchased through the Laptops for Teachers' Scheme For more information, visit:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/ICTInSchools/ICTInitiativesAndProgrammes/LaptopsForTeachers.aspx>

Office equipment

The cluster management committee and host principal must ensure there are adequate resources and facilities to allow RTLit to do their work e.g. a secure area/office available with 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 will discuss requirements regularly, which could be as part of the regular performance appraisal process.

Travel costs

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/CMC must manage 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 some insurance companies will not accept claims under personal insurance policies where the care is being used 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 Financial Information for Schools Handbook, at:

<http://www.education.govt.nz/school/running-a-school/school-finances/>

Surplus Funds

Surplus funds from one year to the next should also continue to 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 of Education. 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 that the RTLit 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 of Education, which is responsible for approving and notifying any increases.

The instructions for applying for changes in travel grants are on the Ministry's website at <http://www.education.govt.nz/school/running-a-school/resourcing/attached-teacher-staffing-and-funding/>

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 should consult with the local Ministry of Education office about employing a reliever under the Additional Relief Teacher Funding Scheme.

For full details of the additional relief teacher funding scheme please see:

<http://www.education.govt.nz/school/running-a-school/resourcing/additional-relief-teacher-funding/>

Links to further information

Audits

See the Financial Information for Schools Handbook at

<http://www.education.govt.nz/school/running-a-school/school-finances/>

Or contact your Regional Financial Advisor at the Ministry.

RTLit staffing and funding

See <http://www.education.govt.nz/school/running-a-school/resourcing/attached-teacher-staffing-and-funding/>

Annual reports

<http://www.educationcounts.govt.nz/publications/series/2247>

Please Note: Appendix A has not been updated as part of the refresh of this manual. This will be completed as part of the future work programme.

Appendix A – RTLit Professional Standards

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 must 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 framework. 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 RTLits 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
<p>Demonstrates depth and knowledge of:</p> <ul style="list-style-type: none"> • theories of literacy acquisition and of literacy processes • current research in the field of literacy • learning theories and assessment practices and their application to children • effective teaching strategies and appropriate resources for literacy • English in the New Zealand Curriculum and its application across the curriculum • issues and national initiatives in literacy education, including those concerning Māori 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • completing (or studying towards) a postgraduate or graduate Diploma in Education (Literacy) or its equivalent • presenting current research at appropriate forums • attending conferences in literacy learning • providing effective programmes to meet the needs of individual children • implementing approaches or programmes based on current research material • accessing English Online

<p>and Pasifika students and students from a range of linguistic and cultural backgrounds.</p>	<ul style="list-style-type: none"> • regularly consulting with advisers and literacy personnel • being a member of relevant literacy organisations • examining issues for Māori and Pasifika children in cluster schools • consulting with relevant professionals concerning the needs of NESB and special needs children • applying current theory and practice in Māori and Pasifika education • participating in staff professional development that promotes consideration of emerging educational thinking and practices • using IT to support literacy teaching.
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Dimension – Professional development

<p>Professional standards</p>	<p>Examples of performance indicators</p>
<p>Demonstrates depth and knowledge of:</p> <ul style="list-style-type: none"> • ongoing development of their own knowledge and skills in literacy education • encouraging and assisting colleagues in professional development for literacy education • seeking support from other colleagues and reflecting on feedback • ongoing action research processes to enhance practice • evaluating, appraising, and reflecting on their own and others' teaching practices. 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • reading relevant Ministry documents and websites • reading current research articles • accessing relevant websites and professional journals • leading discussions on current research or new resources • 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 ona tikanga

Professional standards	Examples of performance indicators
<p>Demonstrates depth and knowledge of:</p> <ul style="list-style-type: none"> • 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. 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • 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:M 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
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • designing, implementing, and evaluating programmes to meet the literacy needs of individual children. • 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
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • facilitating staff development workshops and meetings • providing in-service training for teaching support staff that incorporates appropriate cultural content, for example, Literacy Leadership and the Enhancement Programme • 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
<p>Demonstrates skills and success in:</p> <ul style="list-style-type: none"> • 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. 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • 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
<p>Demonstrates:</p> <ul style="list-style-type: none"> • 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. 	<p>Shows evidence of:</p> <ul style="list-style-type: none"> • 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.

Reference

These professional standards for RTLits are based on those described in:

- *Teacher Performance Management: Primary School Teachers and Primary School Deputy/Assistant Principals: A Resource for Boards of Trustees, Principals and Teachers.* School Labour Market Policy Unit, Ministry of Education, November 1998
- "Schedule of Professional Standards for Teachers" in the *Primary Teachers, Deputy Principals, Principals and Other Unit Holders Collective Agreement 2001–03.*

See also *Guidelines for the Appraisal of Resource Teachers of Reading*, developed by the Ministry of Education and the New Zealand Resource Teachers of Reading (RTR) Association, August 1998; and *Resource Teachers: Literacy Guidelines for Teachers and Management Committees*, Ministry of Education, 2000.

Appendix B – Memorandum of Agreement

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.

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 co-ordinated system of literacy interventions. Resource Teachers: Literacy (RTLits) provide literacy expertise to assist the small number of children in years 0–8 who require intensive teaching in reading and writing and 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(s).

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 children 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 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 children to receive a service
- undertaking performance management, including an annual performance appraisal, 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 board 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 each year and another on financial management by 31 March each year. The Ministry will provide a format annually for the December report.

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 RTLits 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 the next should also 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:

June 2016

_____ 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 RTLits
- B. Generic job description
- C. Training requirements
- D. Management committee
- E. Charter statement

Schedule A: Host and cluster schools for RTLits

Host School _____

RTLit(s) _____ (as agreed with the Ministry of Education)

Cluster Schools:

Schedule B: Generic job description

Title: Resource Teacher: Literacy (RTLit)

Cluster Group: _____

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 children directly and indirectly modelling and demonstrating effective practices, strategies, or techniques for teachers so that:

- children 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 child is tutored by the RTLit on a regular basis
- following a period of regular tutoring, the child's programme is taken over by the school's personnel, with the RTLit adopting a monitoring role until the child is discharged.

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 children in the designated cluster of schools
- liaise with students' families in collaboration with the school leadership and classroom teachers
- 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 the 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 children's needs and, where necessary, work with the school leadership and classroom teachers to provide a literacy programme for children who are most at risk in the acquisition of literacy
- maintain a workable caseload of children and teachers as determined by the management committee, taking into account the level of involvement required for each child 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 RT: Lit will:

- provide advice and support to school leadership and classroom teachers in order to maintain the learning gains achieved by the child following an intervention programme and/or address literacy learning for children 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 children 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 whānau and parents and/or other agencies to facilitate the educational achievement of children identified as requiring the services of the RTLit.

Literacy intervention tasks

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

- providing intensive, specialised teaching with the child 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.

Host-school-related tasks

The RTLit will:

- report regularly to the principal of the host school and the management committee, detailing work they have undertaken so that the board of trustees of the host school can be assured it is fulfilling its responsibilities under the Memorandum of Agreement
- work in conjunction with any school's literacy leaders, classroom literacy initiatives, or interventions such as Reading Recovery that are operating in schools
- submit an annual written report to the Ministry, in the format provided, that describes and provides a statistical analysis of work undertaken throughout the year
- adhere to the RTLit professional standards.

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 contribute towards ensuring there is role clarity for working 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 successful application should have:

- New Zealand teacher registration and a current practising certificate
- a successful classroom teaching background
- a sound knowledge of *The New Zealand Curriculum Framework/Te Marautanga o Aotearoa*.

Literacy-specific knowledge and skills

The successful applicant 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 children who have serious difficulties
- the ability to develop and monitor individual programmes for children 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, whānau and families, and other agencies in the designated cluster of schools and to help them with the literacy education of children who have serious difficulties.

Professional skills

The successful applicant 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 programme
- a commitment to biculturalism, to meeting the needs of children from different 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 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.

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.

For RTLits with graduate status, four graduate-level papers must be completed in the first three years of appointment as an RTLit. For RTLits 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 RTLits employed by the host school must complete an approved professional training course except where an exemption to the training has been granted to the RTLit by the Secretary of Education.

RTLits with higher qualifications in literacy may apply for an exemption or partial exemption from the training. These RTLits 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:

- a 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
- a 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
- a masters' degree in education, in progress, with at least two papers in literacy learning completed.

Supervision and study leave

RTLits are linked through email systems into study groups, and professional supervision is provided.

Each semester, they are required to attend some block courses.

While RTLits 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 of Education 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 children in schools.

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

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:

- develop enrolment, referral, withdrawal policies and processes, and a Memorandum of Understanding that supports the RTLit role in schools in consultation with the cluster schools, that reflect the policy direction of the Ministry of Education's literacy strategy and guidelines
- 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 co-operatively 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(s)
- 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.

Schedule E: Charter statement

RTLit – Attached teacher

Rationale

_____ School hosts a Resource Teacher: Literacy (RTLit) to provide literacy support for students in the _____ cluster of schools.

Purpose

The RTLit will provide a service to a cluster of schools, as decided by the management committee, giving advice and support that helps teachers and cluster school leaders meet the needs of year 0-8 students with high literacy needs.

Key tasks of the RTLit

Identifying needs and maintaining workload

The RTLit will:

- use appropriate diagnostic assessment tools to determine the 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 children's needs and, where necessary, work with the teachers and school leadership to provide a literacy programme for children who are most at risk in the acquisition of literacy
- maintain a workable caseload of children and teachers as determined by the management committee, taking into account the level of involvement required for each child and teacher and the experience of the RTLit, or refer students to a more appropriate service, for example, vision specialists, ESOL programmes, speech-language therapists, RT:LBs, or other professional services.

Advisory tasks

The RTLit will:

- provide advice and support to classroom teachers and school leaders in order to maintain the learning gains achieved by the child following an intervention programme and/or address literacy learning for children 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 children 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 whānau and parents and/or other agencies to facilitate the educational achievement of children identified as requiring the services of the RTLit.

Literacy intervention tasks

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

- providing intensive, specialised teaching with the child for a specified period, that, in most instances, will not exceed a maximum of thirty weeks; 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.

Host-school-related tasks

The RTLit will:

- report regularly to the principal of the host school and the management committee, detailing work they have undertaken so that the board of trustees of the host school can be assured it is fulfilling its responsibilities under the Memorandum of Agreement
- work in conjunction with any school's literacy leaders, classroom literacy initiatives, or interventions such as Reading Recovery that are operating in schools
- submit an annual written report to the Ministry, in the format provided, that describes and provides a statistical analysis of work undertaken throughout the year
- adhere to the RTLit professional standards.

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 for 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 contribute towards ensuring there is role clarity for working collaboratively and cohesively towards providing effective systems and practices for accelerating the progress of the target student/s accepted onto the RTLit roll.

Key tasks of the host school

The key tasks of the host school are to:

- provide advice and assistance to the RTLit that reflects the policy direction of the Ministry of Education's literacy strategy
- establish a management committee to administer the RTLit service
- manage the budget and funding for the RTLit
- appraise the performance of the RTLit in meeting their key tasks and the RTLit professional standards
- be accountable to the Ministry of Education for the effective, efficient, and equitable operation of the RTLit's programme
- ensure that the RTLit undertakes the required training and has access to agreed study leave.

Key tasks of the management committee

The key tasks of the management committee are to:

- provide advice and assistance to the RTLit that reflects the policy direction of the Ministry of Education's literacy strategy
- establish operational procedures and policies for the RTLit that reflect the direction of the Ministry of Education's literacy strategy
- approve and monitor the annual budget prepared by the RTLit
- support the host school in ensuring that the RTLit undertakes the required training and has access to agreed study leave
- ensure that all cluster schools receive an annual report on the work of the RTLit.