Te Horanui RTLB Cluster 36 Annual Plan 2025 (DRAFT)

Strategic Aspiration 1: Strengthen our cultural capabilities as a cluster
We ensure that our systems are underpinned by critically conscious and culturally sustaining practices in all aspects of our mahi.

We have spent the last 3 years developing our collective knowledge of best practice for supporting ākonga Māori and Pacific learners. We would like to focus this year on connecting with local networks to deepen our support for whānau Māori and Pacific aiga, whilst also increasing our cluster knowledge of best practice strategies for supporting English Language learners, as we have a large increase in ELL in our cluster. In 2024, 22 of our schools identified a current challenge for them was meeting the needs of English Language Learners. In 2024, we completed more bilingual assessments than any other year. Our cluster ethcnicity data shows our cluster make up is 16.4% Aisan, 12.1% Māori, 6.3% Pacific, with 4.7% other ethncitity, excluding European.

Specific goal for 2025	Planned actions	Time frame				What data or evidence should we track? Success Measures	NELP	Next steps and implications for 2026
1.1 By the end of 2025, we will have strengthened our relationships with tangata whenua and other community networks to connect our local knowledge and be guided by those that can support us to embed and strengthen our cultural capabilities to support all mokopuna to thrive	Revisit Journey to Tino Rangatiratanga resource in team hui and create guidance document for how and when to use in our mahi		▓			• JTTR guidance document created • JTTR confidence indicators • Completion of Te Tiriti modules • Team hui agenda/ presentation slides • RTLB sharing of new learning in team hui and into liaison schools • Increased use of appropriate tikanga and te reo Māori in RTLB mahi	1.1 1.2 2.3 3.5 3.6	
	Te Tiriti o Waitangi PLD module - Being a Tiriti Ally offered to all RTLB to complete			▓				
	Partner with Kōia te Mātauraka (Liz Hill-Taiaroa) to learn more about the cultural narrative of our cluster and our local history		▓	▓				
	Some RTLB will attend Kō Kai Tahu me Te Tiriti and share their learning back with the team	▓						
	Continue to strengthen our knowledge of tikanga and te reo Māori by partnering with the Māori Kaiarahi at our local secondary school		▓	▓				
	Support and use the resources and PLD opportunities provided by Tautai Pacific RTLB	▓	▓	▓	▓			

	Work with Michelle Maule to learn from her more about how to connect with Pacific community networks and improve outcomes for our pacific learners		■	■	■		
	Selected RTLB will attend the Polynesian Panthers Fakailoga Tino – Our Living Room PLD in collaboration with Cluster 34	■					

What will success look like? How do we know what we have done has made a difference?

- Mokopuna and Whānau voice and aspirations are reflected throughout casework and end of service surveys/ discussions identify high satisfaction and value of the service
- The cluster will have created a guidance document for using the Journey to Tino Rangatiratanga tools and RTLB are using these tools when appropriate to improve wellbeing outcomes for mokopuna
- Student voice will be gathered about their experiences of completing Journey to Tino Rangatiratanga
- The cluster will have created and maintained relationships with local community networks that support mokopuna Māori and Pacific learners
- RTLB are consciously weaving their kura cultural narratives throughout He Pikorua
- RTLB will have increased their understanding about the cultural history of our local area
- Increased RTLB knowledge and understanding of appropriate tikanga for our local area

Te Horanui will be able to reflect increased pre Vs. post outcomes data for mokopuna Māori and Pacific learners

1.2 By the end of 2025, we will have strengthened our cluster knowledge of best practice for supporting English language learners (ELL)	As a cluster, we will engage in professional learning about the English Language Learning Progressions and the range of resources that support the ELLPs to share with kaiako to meet the needs of English Langage Learners		■			• Team hui agenda/ presentation slides • End of service surveys from kaiako/LSCs/ SENCos about casework that supports ELL • Attendance/ meeting minutes from ESOL cluster hui • 2 additional bilingual assessors • Increased capacity for bilingual assessments	1.1 1.2 2.3 2.4 3.6	
	CM and RTLB representatives will attend our local ESOL cluster meetings (Selwyn and Hakatere) to build connections and explore ways to support these ESOL clusters	■	■	■				
	Partner with Yolande Mathlay, MOE Senior Advisor ESOL, Migrant and Refugee Education to learn as a team about best practice ways to support kaiako with high numbers of ELL in their classes		■	■				
	Train at least 2 further bilingual assessors based in Selwyn when this PLD becomes available			■				
	Utilise learning opportunities for trained bilingual assessors and they will share their learning with the wider team	■	■	■				

| | The cluster will explore key ideas in Russell Bishop's relationship-based learning in practice books 'Teaching to the North-East' and 'Leading to the North-East' and the implications for our mahi | ▮▮▮ | | | |

What will success look like? How do we know what we have done has made a difference?

- RTLB will feel empowered to apply learning about best practices for supporting English Language Learners in their mahi and this will be shared with kaiako
- We will have more RTLB trained in bilingual assessments and will be able to accommodate more bilingual assessments in 2025 and beyond
- Te Horanui will be present at hui and connected with ESOL clusters and be working in partnership with Yolande Mathlay to provide support to our ESOL clusters
- Schools will be starting to report that they have increased confidence in how they can meet with needs of their English Language learners
- RTLB will be able to discuss relationship-based pedagogies that are best practice for all cultures, but especially Māori and Pacific learners

Te Hornaui will have strengthened our systems for bilingual assessments to support our newer trained bilingual assessors

Strategic Aspiration 2: Forging Productive Partnerships
We develop productive professional partnerships with those we interact with to improve outcomes for mokopuna.

This annual goal also builds on the mahi achieved over the last three years. We have worked hard as a cluster to authentically embed He Pikorua into everything we do and this now includes ensuring our database and the information we collect, document and store aligns with the guiding principles of He Pikorua. We have forged productive partnerships with our cluster schools through improved communication, visibility and transparency and the success of this mahi is reflected through our annual satisfaction survey results, as well as qualitative feedback from schools. We are privileged to have the RTLB professional learning network (PLN) and we need to be making more productive use of this resource. As a South Island collective of Cluster Managers, we are working together to look at measurement of impact, which will support our cluster to understand how to collect data more effectively to demonstrate the effectiveness of the RTLB service. As a national service, we are building a closer partnership with Dr. Ross Greene and his Collaborative and Proactive Solutions approach and this year we will look for ways that we can strengthen this partnership and support schools to embed CPS with fidelity.

Specific goal for 2025	Planned actions	Time frame	What data or evidence should we track? Success Measures	NELP	Next steps and implications for 2026
2. By the end of 2025, we will have partnered with our existing networks to grow our	Roll out 2025 Schoolgate changes and support materials to RTLB team and cluster schools	▮▮	• Feedback from cluster schools about Schoolgate	1.2 2.3 3.5	
	Create a process for seeking and documenting feedback of these changes in preparation for a Term 4 review	▮▮▮			

practices and ensure the cluster is having a positive impact for mokopuna, whānau and kaiako	Action					Measures	3.6
	Complete a review process for our Schoolgate database changes				▨	• Team hui agendas/ slides • Feedback and outcomes data from R4S requiring support to implement CPS • More RTLB trained in CPS • Time dedicated to developing CPS knowledge • RTLB confidence in using CPS	
	Dedicate time in team hui and drop in sessions to support RTLB to gain confidence and knowledge about the database changes	▨	▨	▨	▨		
	Create time in team hui for RTLB to explore the resources and opportunities available within the NZ RTLB Professional Learning Network		▨	▨			
	CM will deepen understanding of measurement data with South Island CM collective and Nicholas Williams Outcomes and Impact data and share this learning with the RTLB team	▨	▨	▨			
	Develop our cluster processes for supporting schools to implement Dr. Ross Greene's CPS to maintain the fidelity of the approach		▨				
	Deepen cluster knowledge and experiences with Dr. Ross Greene's CPS model and train 1-3 RTLB to be accredited certified providers			▨	▨		
	Further RTLB will attend 2 day PLD with Dr. Ross Greene on his CPS approach (timeframe TBC)		▨	▨			

What will success look like? How do we know what we have done has made a difference?

- Feedback will have been acted upon and Te Horanui will have a database that embodies the guiding principles of He Pikorua and is efficient and effective for all users
- Schools and RTLB will be reporting positive feedback about the database
- RTLB team have a clear understanding of how they can support schools to implement Dr. Ross Greene's CPS approach based on their level of training with the approach
- Te Horanui will have developed processes to uphold the fidelity of Dr. Ross Greene's CPS approach
- Schools will feel empowered to implement CPS within their schools and RTLB will be able to support their 3-5 year implementation journey
- RTLB will be spending less time completing admin work on the database and more time supporting in schools
- Te Horanui will have clearer outcomes and impact measures for annual objectives

Cohesion and a shared understanding about utilising the NZ RTLB PLN

3. Promote high quality inclusive practices for all mokopuna

We deliver excellent service to our 58 schools and actively advocate for high-quality, inclusive practices, ensuring equitable education opportunities and positive outcomes are within reach for all mokopuna.

Our schools are heavily focused on the demands of implementing the new English and Maths curricula and this is a priority area for RTLB professional learning. As RTLB, we need to be able to support kaiako with a clear understanding of best practice for high quality teaching and learning approaches for all mokopuna. We have been given requirements and benchmarks for RTLB professional learning knowledge around the new curriculum that we need to focus on, as well as looking for opportunities to partner with other professionals, such as RTLits and MOE Learning Support to support consistent practices. As our role is to support kaiako, we need to increase our own knowledge base to be able to meet the needs of our kaiako. It is critically important to us, as a cluster, that we are focusing on teaching and learning practices that are inclusive to all mokopuna in every classroom. In 2024, 32 of our schools shared the challenges they face meeting the neurodiverse needs in their classrooms, especially in new entrant spaces and the challenges associated with being a kaiako early on in their career or new into the Aotearoa teaching context. As schools and support services are limited in their resourcing, we also want to find ways to empower kaimahi in Learning Support with inclusive practices within the resources that they do have.

Specific goal for 2025	Planned actions	Time frame				What data or evidence should we track? Success Measures	NELP	Next steps and implications for 2026
3.1 By the end of 2025, as a cluster, we will have deepened our knowledge and understanding of the new English and Math curricula and will have raised our awareness of the approaches our	Cluster PLD - Maths Curriculum PLD with Rob Profitt-White	▧				• Tracking MOE Tier 1-3 modules completed • RTLB confidence indicator scales about the new curriculum areas • Learning achievement and teacher perception outcomes data	1.2 2.4 3.6	
	Cluster wide exploration of the concepts of the Science of Learning	▧	▧	▧	▧			
	Familiarisation with Tahurangi – curriculum site		▧	▧				
	Unpacking the Maths Curriculum as a cluster with practical activities that we could model and share with our cluster kaiako	▧	▧	▧				
	Develop cluster understanding of the different Maths tools our schools are using, the scope and sequence and the assessment strategies	▧	▧	▧				
	All RTLB will complete the Tiers 1-3 MOE Science of Learning Curriculum and Assessment modules	▧	▧	▧				

cluster schools are using	The cluster will identify RTLB to complete Tier 4 training requirements		■			• Attendance at professional learning		
	Selected RTLB will complete the Tier 4 training requirements		■	■		• Team hui agenda/ slides		
	Time will be dedicated in team hui to consider how to advocate for universal design for learning approaches in all classrooms		■	■	■	• Annual satisfaction survey results		
	Partner with local RTLits for ways to develop our learning and support their mahi			■		• Tātai goal data for Te Arotahi cases		
	RTLB Team PLD with Emma Nahna 'Building reading and spelling success for *every* learner through evidence-based teaching (Timeframe TBC)			■				

What will success look like? How do we know what we have done has made a difference?

- The RTLB team will have increased confidence and understanding about the changes in the curriculum and the underpinning Science of Learning approaches
- RTLB will have a basic overall knowledge of the different tools and resources schools are using to support learning in literacy and numeracy
- Our cluster schools will be using a range of inclusive supports and enablers for all mokopuna to be able to access the curriculum and make progress
- RTLB will have completed a range of professional learning opportunities to develop their knowledge and understanding
- Te Horanui will see improved learning outcomes for mokopuna on their caseloads

Our schools will feel confident in RTLB team's knowledge around pedagogy and curriculum knowledge

3.2 By the end of 2025, we will have implemented initiatives for our cluster school kaimahi that promote neuro-inclusive practices for all mokopuna	Cluster attendance at Canterbury/West Coast RTLB Conference - Neuro-inclusive Practices - Neurodiversity in Education Project and Mind over Manner		■			• RTLB confidence indicator scales about neuro-inclusive practices	1.1 1.2 2.3 2.4 3.6	
	Professional learning for RTLB team from Karina Schreurs (Neuro-informed Education)		■	■		• Pre/post data collection from particicipants in STAR group projects		
	Develop cluster understanding of declarative language as a neuro-inclusive approach		■	■	■	• Liaison R4S outcomes data		
	The ELS STAR group will create sustainable PLD opportunities for our cluster school Learning Support kaimahi to develop their knowledge of a range of neuro-inclusive practices supported by the	■	■	■	■			

Neurodiversity in Education Project and Karina Shreurs					• Satisfaction survey results • RTLB reflections after team hui		
The ELS STAR group will run a series of professional learning opportunities to empower Kaiāwhina with neuro-inclusive strategies and tools to use in their mahi and develop a network for sharing good practice							
The NES STAR group will develop a project for New Entrant kaiako to engage with							
The BKAM STAR group will offer a range of professional learning opportunities for beginning kaiako and their mentors							
Time is dedicated in team hui for embedding existing best practice learning for neuro-inclusive practices to inform these projects							

What will success look like? How do we know what we have done has made a difference?

- Neuro-inclusive practices are embedded throughout all casework and being adopted and used within kura
- As a cluster, we have a shared language of inclusion that we are using when talking about mokopuna and needs which means that our approaches and content are consistent and complementary
- We are seeing increasing growth in Te Kāhui and Te Matua R4S for more inclusive practices
- RTLB team are empowered to support kura with a range of neuro-inclusive practices
- Participants that were part of our 2025 projects report increased confidence and ability to implement neuro-inclusive practices in their settings
- We have developed a range of sustainable supports for participants in our 2025 projects