

TE HORANUI STRATEGIC ASPIRATIONS 2025-2027

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.

Forge productive partnerships within our community

We develop productive professional partnerships with those we interact with to improve outcomes for mokopuna.

Promote high quality inclusive practices for all mokopuna

We deliver excellent service to our 59 schools and actively advocate for high-quality, inclusive practices, ensuring equitable education opportunities and positive outcomes are within reach for all mokopuna.

1. List the relevant objective and reference these to your strategic plan and/or the funding agreement priorities and expectations.

Our objective is to ensure that Te Horanui RTLB Cluster 36 delivers consistent and impactful service provision for mokopuna. We will work together as a team to ensure shared understanding is reached within our RTLB team, from our schools and within the 40 RTLB clusters. The strengthening of the RTLB service by implementing the nationally consistent Operating Standards and Procedures will have an impact on mokopuna and whānau across the mōtu, as well as fulfil our obligations in our 2026-2027 funding agreement. This overall goal aligns with all three of our cluster strategic aspirations as shown on page 1.

Current state for this objective including baseline data

- 92.8% satisfaction rate from respondents of our 2025 national RTLB Satisfaction Survey
- We already provide a high quality service to our cluster schools as evidenced by our 2025 annual satisfaction survey results as well as our growth in pre vs. post outcomes measures and our end of service surveys for kaiako and whānau
- What we have identified is that individual RTLB practice, whilst always staying true to the guiding principles of He Pikorua and following He Pikorua in action, there are some discrepancies in interpretation of our role, which we will spend the year aligning and creating mutually agreed team expectations for practice
- Significant changes to 2026 funding agreement with implications for practice and service provision, especially around transition to school and mokopuna in Years 0/1.
- Addition of nationally consistent Operating Standards & Procedures which mandate changes to operating standards and procedures
- In 2025, our R4S submission to allocation rate was 2 weeks, which is in line with the new requirements within the OS&Ps.
- In 2025, we used the Whai Whakaaro 7 point impact scale to reflect on our annual plan, but still need to consider how we roll this out for casework progress measurement.
- Currently, there is inconsistent measurement using pre and post outcomes data and so some work is required. However, the results are still pleasing: for complete cases, teacher perception average pre vs. post rose from 3.5 to 7.9/10, student achievement average rose from 3.5 to 6.3/10 and home school partnership from 6.1 - 7.5/10. RTLB quality practice measures, which are always peer reviewed with a Practice Leader, were an average of 9.8 for fidelity to practice framework and 9.5 for strength of evidence

Termly Progress Tracking -

Not started

In progress

Completed

Specific goal for 2026	Initiatives	Planned actions	Success indicators
<p>1. Te Horanui RTLB team will deliver consistent and impactful service provision for mokopuna across all layers of Te Tūāpapa o He Pikorua</p>	<p>1.1 By the end of 2026, we will build consistent and coherent practice from all RTLB across our 59 cluster schools</p>	<p>Unpack and understand new Operating Standards and Procedures (OS&Ps)</p>	<ul style="list-style-type: none"> ● Consistently meeting the requirements of the Operating Standard and Procedures ● Timeframe flowchart developed ● Timeframe requirements from the OS&Ps are consistently met ● Development of team M.A.T.Es agreement ● Updates on cluster websites ● Introduction of Practice Group moderation ● Time in team hui dedicated to sharing best practice to build consistency ● LSF process and procedures review ● SI CM Collective strategic plan and completed actions ● Procedure development of
		<p>Make changes to cluster procedures to reflect timeframes and responsibilities in the OS&Ps</p>	
		<p>Development of a timeframe flowchart and expected actions checklist for R4S from submission to Tātai</p>	
		<p>Time spent in team hui to develop mutual agreement of our RTLB role and responsibilities (M.A.T.Es agreement)</p>	
		<p>Share operating standards changes with cluster schools</p>	
		<p>Provide regular opportunities through Practice Groups moderation and casework supervision with clear practice guidance</p>	
		<p>Refine our casework documentation to strengthen consistency and expectations</p>	
		<p>Sharing of best practice examples occur regularly in team hui using He Pikorua</p>	
		<p>Work with South Island Cluster Manager Collective to create alignment and shared understanding of practice</p>	
		<p>Develop consistent procedure with MOE Service Managers for supporting Year 0-1 during the 2026 transition year</p>	
<p>Work with the MOE to create a consistent transition support process for mokopuna moving from EIS to RTLB into Year 2</p>			

		Review LSF processes and procedures to ensure inclusive and sustainable supports are developed with our cluster kura	transition from EIS to RTLB
	1.2 By the end of 2026, we will develop a robust outcomes and impact measurement procedure to ensure we are clear on the value we are adding to all R4S	Amend cluster practices in line with Kohikohi Position Paper	<ul style="list-style-type: none"> ● Key learnings from the Kohikohi Position paper have been embedded into our cluster practices ● Increased familiarity with the Whai Whakaaro Impact Measurement Tool ● Use of Whai Whakaaro tool is evidenced in casework practice ● Casework documentation requirements are clearly explained and evidenced across the whole team ● Development of kaiako focused goals examples sheet ● Kaiako related goals reflected in Tātai plans ● SI CM Collective strategic plan and completed actions
		Exploration of Whai Whakaaro Impact Measurement Tool and implications for practice	
		Develop procedural documentation to support use of Whai Whakaaro Impact Measurement Tool	
		Create clear guidance for RTLB on what to include in the rationale section of PTMM to ensure supports are evidence-informed, inclusive and sustainable	
		Exploring what kaiako focused goals could look like within casework mahi	
		Develop a range of examples of kaiako focused Tātai goals and how these link to measuring impact	
		Create clearer guidance for schools about pre and post outcomes data	
Work with South Island Cluster Manager Collective to create alignment and shared understanding of data collection, outcome and impact measurement processes			

0	1	2	3	4	5	6
No impact	Very low impact	Low impact	Moderate impact	Moderately high impact	High impact	Very high impact
This mahi has had no Noticeable effect.	This mahi has had minimal effect.	This mahi has had a slight and somewhat noticeable effect	This mahi has had a Noticeable but not substantial effect	This mahi has had a considerable effect that is clearly evident	This mahi has had a Significant impact that is easily observed and appreciated	This mahi has resulted in a transformative and highly significant effect

What would no impact look like?	What would moderate impact look like?	What would very high impact look like?
<ul style="list-style-type: none"> • No changes made to timeframe procedures in line with OS &Ps • Schools are not clear about the changes to the RTLB service and the RTLB OS&Ps • Inconsistent use of pre and post outcomes measures • Whai Whakaaro Impact Measurement Tool is not implemented into RTLB practice • Timeframes required in the OS&Ps not met, including 5 Week timeframe to get to Tātai plan which is a change in practice • No sharing of high quality practice time made available 	<ul style="list-style-type: none"> • Some timeframe requirements that are new expectations of the OS&Ps are met • Most schools are clearer in their knowledge of RTLB scope of practice and actions required prior to requesting support • RTLB team are more confident using Whai Whakaaro Impact Measurement Tool but this is not consistent across all R4S • Pre and post outcomes measures reflections have occurred but not consistently implemented across all R4S types 	<ul style="list-style-type: none"> • Timeframe requirements of the Operating Standard and Procedures will be consistently met • Cluster schools are confident in their knowledge of RTLB scope of practice and actions required prior to requesting support • Schools requesting support across all layers of Te Tūāpapa and experiencing positive outcomes and impact • RTLB and collaborative teams are utilising the Whai Whakaaro Impact Measurement Tool through He Pikorua in Action • Consistent growth is reflected in post outcomes, closure surveys feedback and progress indicators in Whai Whakaaro • Annual satisfaction survey remains consistently high over 90% • R4S data demonstrates allocations for R4S within 2 week timeframe

2. List the relevant objectives and reference these to your strategic plan and/or the funding agreement priorities and expectations.

Our strategic plan aspiration is to forge productive partnerships with our community - this includes our 59 cluster schools, mokopuna and whānau we support and other professionals we team up with. In order to be able to accurately reflect the positive impact our contribution adds, we need to ensure that we create a shared understanding of partnerships and what it means to be a partner within collaborative mahi with RTLB. Te Horanui RTLB cluster 36 also honours our commitment to Te Tiriti o Waitangi and what it means to be a Te Tiriti partner. This is demonstrated through our cluster values, our He Pikorua guiding principles as well as the articles of Te Tiriti o Waitangi. Closure of RTLB support must be collaboratively agreed upon, either once goals are met or support is no longer required. This requires clarity as to what the overall aim is of each collaborative piece of mahi, as well as clearly defined roles and responsibilities of all involved. Some internal work, as well as work with our schools to reach a shared understanding is required. Robust evidence must be gathered to reflect progress of outcomes and impacts.

Current state for this objective including baseline data

- We have started working in partnership with Kōia te Matauraka in 2025 to learn more about Te Tiriti o Waitangi and our obligations as a Te Tiriti partner
- We already had a service agreement with each school annually, as well as a service agreement for each piece of collaborative mahi, but reviewing this through a partnership lens is required, especially in line with the nationally mandated timeframes and operating standards and procedures requirements
- In order to accurately measure the impact of our service delivery, shared clarity and agreement needs to be reached as to the overall aims of the collaborative mahi, as well as considering what impact this mahi will have.
- Our home school partnership outcomes measures for complete casework for home school partnership from 6.1 - 7.5/10 and teacher perception average pre vs. post rose from 3.5 to 7.9/10
- In our 2025 annual satisfaction survey, in the accountability question where respondents are asked whether RTLB fulfilled their commitments as negotiated, 92.8% of respondents were satisfied or highly satisfied, with 0% unsatisfied.
- In our 2025 annual satisfaction survey, 95.7% of respondents were satisfied or highly satisfied with how our RTLB utilised mokopuna and whānau voice with 0% unsatisfied
- In our 2025 annual satisfaction survey, 91.1% of respondents were satisfied or highly satisfied with how our RTLB collaborated with LSCs with 4.4% unsatisfied
- Te Horanui RTLB cluster 36 performs higher than the national averages in all performance domains:
 - Working in partnership
 - Collaborative problem solving
 - Identity, language and culture
 - Flexible and tailored support
 - Accountability
- 100% of respondents of our 2025 annual satisfaction survey would access our service again in the future if there was a need.

Termly Progress Tracking -	Not started	In progress	Completed
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Specific goal for 2026	Initiatives	Planned actions	Success Indicators
<p>3. Te Horanui RTLB team will develop productive professional partnerships with those we interact with to improve outcomes for mokopuna.</p>	<p>2.1 By the end of 2026, we will have developed shared understandings of what partnership looks like with whānau, cluster schools, and other support services to have a positive impact on mokopuna</p>	<p>As a team, we will develop our understanding of our responsibilities and actions in our commitment to honour Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> ● Partnership agreements in place for all collaborative mahi ● The RTLB team understand what Te Tiriti honouring practices look like ● Strengthened internal systems and processes for roles within the RTLB service ● Cluster values demonstrated when working as a team and out in our kura ● End of service survey results report increased partnership outcomes
		<p>Develop consistent understanding of what our cluster values look like as a team and out in our schools</p>	
		<p>The cluster will work with Tony Burkin to strengthen consistent understanding of role pipelines and responsibilities of roles within the RTLB service</p>	
		<p>Begin development of clear high quality performance indicators for roles in the cluster (CM, PL, RTLB, Liaison)</p>	
		<p>Develop clear and unambiguous partnership agreements for collaborative mahi we undertake with our key partners (kura, whānau, other professionals)</p>	
		<p>Development of whānau page on website to be clear on what is involved in working with RTLB and additional support services available for whānau</p>	
		<p>Review end of service information gathering processes to ensure we capture our commitments to partnerships</p>	

0	1	2	3	4	5	6
No impact	Very low impact	Low impact	Moderate impact	Moderately high impact	High impact	Very high impact
This mahi has had no Noticeable effect.	This mahi has had minimal effect.	This mahi has had a slight and somewhat noticeable effect	This mahi has had a Noticeable but not substantial effect	This mahi has had a considerable effect that is clearly evident	This mahi has had a Significant impact that is easily observed and appreciated	This mahi has resulted in a transformative and highly significant effect

What would no impact look like?	What would moderate impact look like?	What would very high impact look like?
<ul style="list-style-type: none"> • Service agreements remain in place with the focus on RTLB service delivery provision rather than focusing on partnership • No shift in results in pre and post outcomes at case closure • The RTLB team demonstrates inconsistent interpretation and application of agreed practice • No changes made to the cluster website 	<ul style="list-style-type: none"> • Some R4S types reflect the shift to partnership agreements and moving away from service agreements • Small positive shifts in pre and post outcomes, survey feedback and progress indicators in Whai Whakaaro • There has been a positive shift towards consistency of RTLB practice and understanding of role scope 	<ul style="list-style-type: none"> • All R4S collaborative teams agree to and fulfil their parts of the key tasks in a shared partnership agreement within agreed timeframes • The cluster has developed high quality performance indicators which are consistently reflected in RTLB practice • Consistent growth is reflected in post outcomes, closure surveys feedback and progress indicators in Whai Whakaaro

3. List the relevant objective and reference these to your strategic plan and/or the funding agreement priorities and expectations.

Our strategic plan aspiration is to promote high quality inclusive practices for all mokopuna. From our 2024 cluster school visits, the curriculum changes and our strategic commitment to inclusive practices, we still see a strong need to focus on neuro-inclusive practices and supporting neurodivergent mokopuna. In our more rural and smaller schools, the lack of personnel available can make more targeted and tailored supports more difficult to sustain and implement and so we need to focus on supporting kaiako with more universal and sustainable strategies of support. Our STAR group projects from 2025 rolled over, with the exception of our focus on new entrant spaces, given the change in our funding agreement, but this need remains high for our cluster schools and we hope MOE EIS staff are able to fulfil this need.

Current state for this objective including baseline data :

- From our 2024 strategic plan discussions with our cluster schools, 32/52 (62%) of our schools reported that increasingly complex needs and the neurodiversity in their classrooms was a big challenge with kaiako feeling unable to meet all of the needs. This data, triangulated with RTLB observations and R4S data from 2025 determined our annual plan focus areas and cluster initiatives for 2026.
- 41.9% of requests for support had a neurodiverse focus and these numbers are probably not reflective of actual need, which was much higher. There is a need to consider our classifications for documenting this data in 2026.
- There is still a need to support our cluster schools with the fine balance between delivering the year level curriculum as expected and ensuring every student has an appropriate access point to the curriculum, especially for our neurodivergent mokopuna.
- We acknowledge that inclusive practice needs to be a whole school approach and led from the top, hence the Leading Inclusive Practices for Maximum Impact collaborative inquiry.

Termly Progress Tracking -	Not started	In progress	Completed
Specific goal for 2026	Initiatives	Planned actions	Success Indicators
<p>4. Te Horanui RTLB team will actively advocate for high-quality, inclusive practices, ensuring equitable education opportunities and positive outcomes are within reach for all mokopuna.</p>	<p>3.1 We will implement initiatives for our cluster school kaimahi that promote neuro-inclusive practices for all mokopuna</p>	<p>Plan and implement a project for our rural schools around neuro-inclusive practices in junior learning spaces</p> <hr/> <p>Launch the 5 Minute-Gem bitesize professional resources website for our cluster schools</p> <hr/> <p>Plan and facilitate the “Leading Inclusive Practices for Maximum Impact” collaborative inquiry project for LSCs, SENCo and School Leaders</p>	<ul style="list-style-type: none"> • 5 Minute GEMS website is launched and subscriptions grow to over 200 subscribers • Webpage video traffic is tracked via YouTube and our cluster website and we see growth in views • Junior spaces for rural schools project records positive impact growth from pre and post

		Plan and implement Beginning Kaiako and Mentor PLD support project	<p>surveys and gets as least 10 participants</p> <ul style="list-style-type: none"> • There are tangible outcomes developed for Leading Inclusive Practices collaborative inquiry group • Our Beginning Kaiako and Mentors PLD sessions are well attended and feedback reports it made a difference to those that attended. • Study CBP assignment and portfolios for Quality Practices
		Support is enabled to allow RTLB in Year 2 of study to complete their Quality Practices for their practicum and their Community-Based Practice through a neuro-inclusive lens	
3.2 We will focus our cluster professional learning on neuro-inclusive approaches so we can support our cluster schools, kaiako and mokopuna		Explore cluster kaiako PLD supports for small rural schools around neuro-inclusive practices	<ul style="list-style-type: none"> • Increase in RTLB team confidence in using Dr. Ross Greene’s CPS approach and there is growth on the CPS Aotearoa Pathway for 80% of our team • PLD opportunities with Madelaine Armstrong-Willcocks from Building a Neuro-inclusive School and Karina Schreurs • Time dedicated in Team Hui to utilising the RTLB Aotearoa PLN • Increased confidence from RTLB team around SAC and dyslexia screening tools
		Build internal support systems for CPS with the RTLB team that have completed the CPS coaching process	
		Through the PGC process, identify RTLB team members to progress on RTLB individuals on the CPS Aotearoa pathway	
		Time dedicated in team hui to grow our collective knowledge around neuro-inclusive approaches supported by Karina Schreurs	
		Work with Madelaine Armstrong-Willcocks and Building a Neuro-inclusive School to provide information, PLD opportunities and resources to our cluster schools	
		Best practice and evidence-informed sharing time is dedicated in team hui to grow collective knowledge of neuro-inclusive approaches	
		Provide professional development opportunities around supporting schools with Special Assessment Conditions and dyslexia screening tools	

		RTLB will utilise the RTLB Aotearoa Professional Learning Network for professional learning opportunities that relate to their areas of desired professional growth	
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0	1	2	3	4	5	6
No impact This mahi has had no Noticeable effect.	Very low impact This mahi has had minimal effect.	Low impact This mahi has had a slight and somewhat noticeable effect	Moderate impact This mahi has had a noticeable but not substantial effect	Moderately high impact This mahi has had a considerable effect that is clearly evident	High impact This mahi has had a Significant impact that is easily observed and appreciated	Very high impact This mahi has resulted in a transformative and highly significant effect

What would no impact look like?	What would moderate impact look like?	What would very high impact look like?
<ul style="list-style-type: none"> • Low uptake or feedback indicates limited perceived benefit for participants of STAR group projects • 5 Min G.E.M.S has no subscriptions or interest and schools report limited benefit and videos have limited traffic • RTLB report no growth in their knowledge of neuro-inclusive practices and CPS approach 	<ul style="list-style-type: none"> • 5 Minute G.E.M.S website is launched and subscriptions grow to 100+ subscribers • 50% or less of STAR group project participants report positive shifts in practice as a result of attending • 50% or less of the RTLB team report an increase in confidence in their knowledge of neuro-inclusive practices and CPS approach 	<ul style="list-style-type: none"> • STAR groups project participants report clear examples of positive shifts in neuro-inclusive practice as a result of attending • 5 Minute G.E.M.S website is launched and subscriptions grow to over 200 subscribers • 5 Min G.E.M.S Webpage video traffic is tracked via YouTube and our cluster website and we see growth in views • Increase in RTLB team confidence in neuro-inclusive practices and using Dr. Ross Greene’s CPS approach and there is growth on the CPS Aotearoa Pathway for 80% of our team