



## Cluster Manager Update

**He aha te mea nui o te ao? He tangata! He tangata! He tangata!**

*What is the most important thing in the world? It is people! It is people! It is people!*

Kia ora koutou, thank you for taking the time to read our final newsletter for the year. What a year it has been! I hope you are able to spend time over the summer to relax and refresh, ready for 2026. Thank you all for your continued support of the service and for welcoming the RTL B team into your schools.

### Staffing Update

Unfortunately, even with the growth of our cluster school population in our region, we have not been allocated any additional RTL B staffing for 2026 in our recent Funding Agreement with the Ministry of Education. Therefore, our team will remain at 19 RTL B FTTE to provide service to 59 schools with the opening of Te Rau Horopito in Rolleston in 2026. It does give me great pleasure, however, to announce that we will be starting the year fully staffed. We have appointed Emma Clark, who will be a familiar face to many of you as a Resource Teacher of Literacy in many of our Rolleston and Lincoln schools. Emma brings to our cluster her vast knowledge in successful literacy practices and approaches, as well as over 20 years experience in education. She is able to work across all school year levels and support kaiako to implement universal, targeted and tailored supports for maximum impact. We will welcome Emma to our cluster with a Mihi Whakatau on Monday 26th January. Amanda Haywood's fixed term position with our cluster for Terms 3 & 4 (which was additional resourcing using banked staffing) comes to an end and she is moving on into a very exciting role. From 20 January 2026, Amanda will be the Lead Advisor of Learning Support for the Canterbury/ Chatham Islands region for the Ministry of Education.

Serena Holm also finishes up her time with us at the end of Term 4, as her and her whānau are relocating to the Tasman region. Serena has been appointed as the Junior Team Leader at Riwaka School and we are excited for her to take all of the knowledge and skills she has developed in her time as an RTL B back into the classroom and supporting her junior school team. I am so excited for both Amanda and Serena as they embark on the next stages of their careers and wish them both all the very best. The rest of the team remains very stable and are looking forward to working with you and your kaimahi again in 2026.

### Annual RTL B Satisfaction Survey 2025

Most of you will have received an email about our National Annual RTL B Satisfaction Survey last Monday. This is still open until Friday 5th December. You can access the survey [here](#). I apologise for the busy time that this has arrived in your inbox and acknowledge this is less than ideal. We have no control over when this survey is sent. Please take the time to fill your responses, which helps paint a picture of the value of the RTL B service.

### Early Intervention Service Expansion in 2026

As you may be aware, Budget 25 announced the expansion of the Early Intervention Service supporting children from birth to the end of Year 1 of school. From 2026, schools are able to make requests for support to the Early Intervention Service, with parental consent, for students in Year 0-1.

#### **What this means for schools**

- If a learner has started school in 2025 in Year 0-1 and is already referred to or receiving support from RTL B they will continue to receive the service from RTL B. This is a temporary arrangement for 2026 only and ensures continuity of support for learners with additional needs and seeks to avoid unnecessary transitions for learners between services. This will be reviewed at the end of Term 2, 2026.
- If a child requires learning support beyond Year 1, they may be supported by Resource Teacher Learning and Behaviour (RTL B), or Behaviour and Communications Services.
- **If, in 2026 a new request for support is received when a child's needs are unable to be met by EIS, some service flexibility is required to ensure the child's needs are met. Conversations involving MOE Service Managers and RTL B Cluster Managers will be required to agree the best approach to meet the child's needs. This will be reviewed at the end of Term 2, 2026.**

Therefore, if schools identify a learning/ behaviour support need in Year 0-1 for universal, targeted or tailored support from 2026, these requests will no longer come to the RTL B service, but will be made directly to your MOE Service Manager. I will be working closely with my MOE Service Manager colleagues across 2026, which is being named a 'transition year' for this expansion.

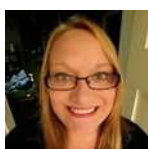
I have attached some useful reference guides on page 3, in case you missed them in the soft launch on the MOE website last week.

### National RTL B Operating Standards and Procedures

Like many other government-funded services, the Ministry of Education is developing detailed Operating Standards and Procedures for the RTL B service to strengthen national consistency. While these are still in draft form, as a cluster, we are pleased that there are unlikely to be any major changes to the way we currently operate, as we already have many of the outlined procedures already in place for our cluster schools. I will outline these OSPs in my Term 1 newsletter in 2026, once we have received the final revisions.

Thank you for all you do to support our ākonga to be the best they can be and have a wonderful summer!

If you have any questions or queries about anything in this newsletter, please get in touch. I am always happy to hear from our cluster schools at any time. My contact details are below. I will be on leave from 12th December 2025- 19th January 2026.



**Ngā mihi nui,**  
**Nancy**

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## Cluster Partnership with Building a Neuro-inclusive School

From the start 2026, Building a Neuroinclusive School will be able to support teachers and schools in the secondary sector only. This means they are not able to offer free support to individual kaiako and schools in primary or intermediate schools. There is good news however, our cluster is partnering with BNS so that all of the educators in the schools in our cluster, including teacher aides, LSC/SENCO, leadership teams, everyone, gets free and unlimited access to BNS. This includes:



- Resources - a growing library of practical resources to support teachers, including 'Help Me' topics on their website
- Online Learning - self-paced online courses, including Gifted 101 and Spotlight on Strengths, and coming early in 2026, Neuroinclusive Design and Neurodiversity 101
- Support and Connection - online monthly webinars and neurodivergent educator meet-ups, and annual symposium day.

They can also design bespoke professional learning sessions with schools or a cluster of schools, from team or staff meetings, to cluster meetings, to full day workshops, at a discounted rate, but only through this RTL B partnership. These can be in-person or online. Additionally all of our RTL B will have 'on tap' support, so that we can build expertise and collaborate to build more neuroinclusive schools.

## 2026 RTL B Projects



Each RTL B selects a professional learning project group to be part of each year. These groups were created from our strategic aspiration around promoting high quality inclusive practices and our 2025/2026 annual plan focus areas:

- **Creating Thriving Junior School Learning Spaces**

*This project will be open to all junior kaiako in Malvern, Hakatere and Ōpuke and will focus on working together to collaboratively explore how to create thriving neuro-inclusive learning spaces. More information will be out in Term 1 2026 about what this project will look like, as we had to pivot a little after the announcement about the expansion of the EIS into Year 0/1.*

- **Supporting Beginning Kaiako and their Mentors**

*We have reviewed and tweaked our content delivery design based on feedback to ensure maximum opportunity for knowledge sharing, networking, connections and practical application.*

Term 1: Zoom Module series - A series of "rewindable" 1 hour modules to introduce kaiako to the foundational ideas and build understanding and knowledge of neurodivergence (Fortnightly on Thursdays 3.30pm-4.30pm)

Term 2 Workshop 1: Inclusive Practices - Planning for All (Thursday 14th May 2026 8.30am-3pm)

Term 2 Workshop 2: The Power of Student Voice (Thursday 25th June 2026 9am-3pm)

Enrolment information will be out soon.

- **Empowering Learning Support**

This group have two projects in the works for 2026, which I am excited to share with you.

### Launch of our 5 Minute G.E.M.S website

Each fortnight across 2026, our RTL B team will be sharing an evidence-based strategy that kaiako can try in their classrooms. These are based on the following four themes:

Setting Up for Success (Term 1), Learning and Engagement (Term 2), Transitions (Term 3) Wellbeing (Term 4)

There will be a link from our cluster website to our 5 Minute G.E.M.S page, where kaiako will be able to access the fortnightly focus, as well as all other previously visited G.E.M.S. G.E.M.S stands for Growing, Empowering, Manaakitanga Supports. Look out for these links coming into your inboxes in 2026.

### Leading Inclusive Practices for Maximum Impact—Collaborative Inquiry Opportunity for SENCOs/ LSCs and School Leaders

We have received a good level of interest from SENCOs/ LSCs and School Leaders about this collaborative inquiry opportunity. The commitment will be twice termly afternoon sessions (1pm-4pm) held at the Rolleston Community Centre. Our collaborative inquiry will use the G.R.O.W (Goal, Reality, Options, Way Forward) model. We will begin by exploring our collaborative top 5 GOALS for leading inclusive practices in our first session together and then each session will explore evidence-informed approaches, strategies and ideas for one of the goals. Participants will be asked to share their current "REALITY" in their schools and highlight the great things that are happening across our cluster. The workshop sessions will explore possible OPTIONS, ideas and strategies that participants could take back to their kura as part of their planned WAY FORWARD. The final two sessions will be consolidation of key ideas and will be co-constructed with the participants involved. The dates of the sessions for this collaborative inquiry are all on Thursdays from 1pm-4pm:

12th Feb, 12th March, 7th May, 4th June, 6th August, 3rd September, 29th October, 26th November

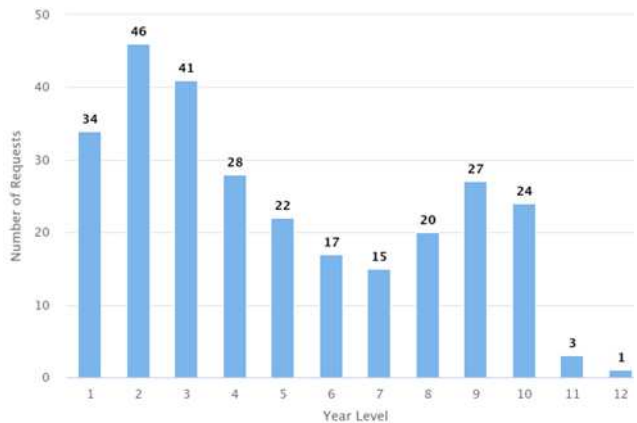
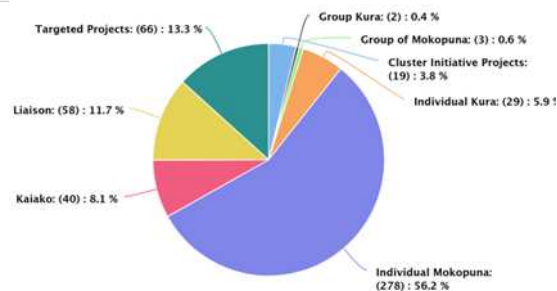
A google form registration will be coming out soon.



# Te Horanui RTLB Principals' Termly Newsletter

## RTLB Request for Support Data 2025

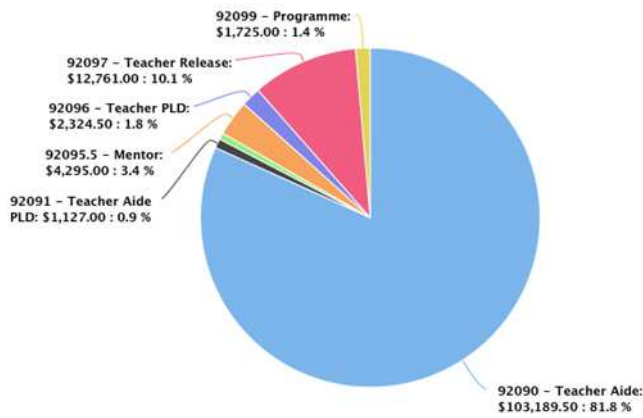
In 2025, there have been 495 R4S open at some point within 2025, which include R4S carried over from previous years. This is a slight increase from 2024. Currently, as at 26.11.25, there are still 273 open requests. 55/58 (95%) of our cluster schools have had an open request for support (outside of liaison support) with our service in 2025. Mokopuna Māori are the only ethnicity group that are overrepresented in our R4S data. Based on our cluster ethnicity make up, mokopuna Māori are over-represented by almost 10%, highlighting the need for a continued commitment to honouring Te Tiriti o Waitangi and exploring culturally affirming ways to meet the needs of mokopuna and whānau Māori.



As you can see, requests for support are dominant in the junior school (Years 0-3) and then rise again in Years 8,9 and 10. It will be interesting to see what our data looks like in 2026, when we are the first line response for mokopuna in years 0-1 and how many requests we are asked to support with by the MOE. We will be keeping accurate data and records of the number of requests we are asked to support with in the Year 0-1 space so that this can be reflected to the Minister of Education. In 2025, as well as the 34 R4S reflected in this bar graph above, our team have supported with a further 27 transition to school partnership requests from the MOE to team up supporting around a mokopuna's transition to school.

## Learning Support Funding Allocation 2025

So far, we have distributed \$126,194 learning support funding directly out to schools. As you can see, 81.8% has been used to increase adult presence in learning spaces, 10.1% for teacher release, 3.4% for mentoring supports, 1.8% for teacher PLD, 1.4% for targeted programme resource materials and just less than 1% for teacher aide PLD.



In addition to this total that has gone out directly to schools, \$7209.80 has been spent on resources that support active RTLB casework, \$4478.18 on resources for the cluster library, \$11297.08 on PD for cluster school kaiako, kaiāwhina and school leaders. We have exceeded our 2025 budget by \$8264.07. This will be taken from our 2025 operations budget.

## Early Intervention Service Expansion Reference Documents



As highlighted in my CM update on page 1, I have linked in some documents that you may find useful informing you about the EIS Expansion in 2026 and beyond.

[Expansion of the Early Intervention Service Factsheet for Schools](#)

[Expansion of the Early Intervention Service Factsheet for whānau](#)

I have linked in the [School Leader's Bulletin](#) in which this expansion is mentioned.

You can find further information about the EIS expansion on the website [here](#).

Finally, I have attached the [EIS Practice Guidance: Supporting wellbeing and success through transition document](#)

From 2026, the RTLB service is funded to support students in Years 2-10, not 1-10 as it has been previously. As 2026 is a transition year

for this process, I will be working closely with my 3 MOE Service Managers to make decisions about requests for support that fall into the pink box category below. All request for any support in the Year 0/1 space must go into the MOE via their usual R4S processes.



# Te Horanui RTLB Principals' Termly Newsletter

## Empowering Learning Support

### New Cluster Library Resources

These two books will be available in our cluster library at the start of 2026. The resources we have in our cluster library are available for any cluster school to borrow. You are able to view our library resources by going to <https://nz.accessit.online/RTL02/#!dashboard>. You are able to view as a guest, but you are not able to borrow or reserve on the website. However, you are able to create a list of resources you would like to borrow on the website, print this and give it to your liaison RTLB. You can find step by step instructions of how to do this by clicking on the link below.

### [Cluster 36 Library Information](#)

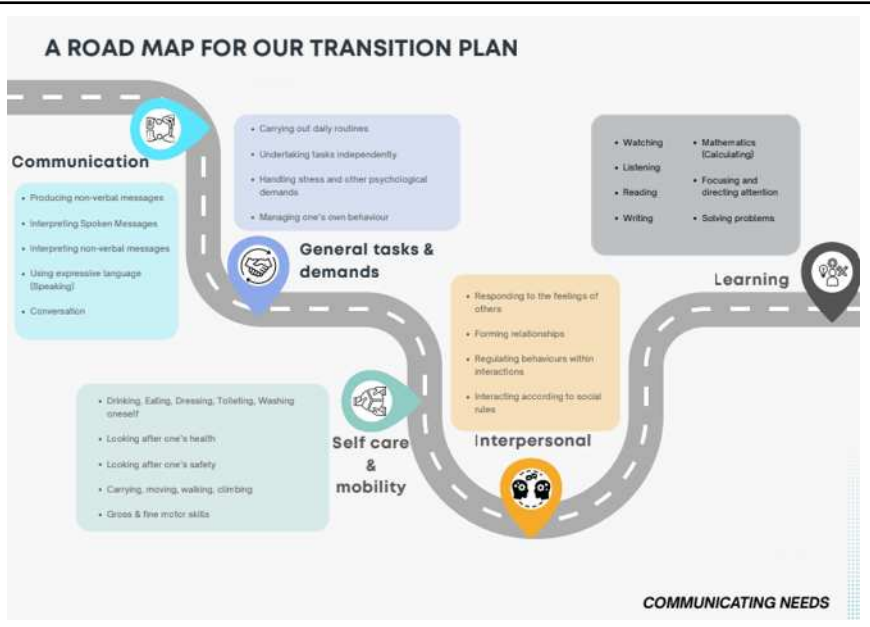
Here are some resources that have just arrived. Please talk to your liaison RTLB if you would like to know more about our library.



### Kōrero with Karina Sessions

Thank you to everyone that attended our Kōrero with Karina Schreurs sessions this term. Feedback has been very positive. Listening to some participants, in 2026, we will ensure that future sessions do not occur in Term 4 and instead are offered earlier in the year. I have linked in the session slides, recordings and resources that Karina shared below.

- ⇒ [Recording of Session 1—Ourselves, Our Space, Our People](#) Passcode if required: OZj6#Ygg (Please note this video on zoom has the wrong title but is definitely session 1)
- ⇒ [Slides for Session 1](#)
- ⇒ [Recording of Session 2—Supporting Transitions](#) Passcode if required: AV17^.=5
- ⇒ [Slides for Session 2](#)
- ⇒ [Transitions Road Map](#)



### [Teacher's Council Inclusive Teaching Practice Guidance Draft Resource](#)

This resource was highlighted to me by one of our cluster schools and I thought it was a great resource to share. It is grounded in strong evidence based practices and frameworks and has calls to action and reflective prompts to consider how we can strengthen our inclusive practices for all. Although draft currently, this resource has some gems to spark discussions at staff meetings, syndicate planning hui and in senior leadership teams.

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### **RTLB Massey University RTLB Specialist Teachers**

All RTLB must complete a post-graduate diploma in Specialist Teaching: Learning & Behaviour within 49 months of appointment. This year Colleen Gallagher, Kim Reilly and Andrea Walker completed this study opportunity. They have generously offered to share their key learnings with cluster schools through this newsletter. The study journey is deeply personal and is centred of their unique contexts as an RTLB, both where they have come from and where they are wanting to go and lead others. Have a look at the links from our three recent studiers.

- [Andrea Walker](#)
- [Kim Reilly](#)
- [Colleen Gallagher](#)

