AORAKI 37 - HE PIKORUA SERVICE DELIVERY FRAMEWORK: *Quality Practice Benchmark Support*   RTLB: Date:

TIME FRAME	SEQUENCE	NOTES	DOCUMENTATION: Brief notes to be recorded on He Pikorua contact document
Through regular scheduled meetings with SENCo in liaison role	**PRE REQUEST** **Whakawhānaungatanga** **Build Connections** Listen & Share- Clarify what matters	**The aim of the liaison role is to develop and strengthen partnerships between RTLB and kura.** Inclusive language - eg request for support instead of referral, unsolved problems instead of behaviour, expectations, lucky and unlucky response to frustration and stress, being early not late, . Basis of the liaison role: ● Is a good quality partnership with School personnel, including; Principal, Office staff, SENCo,Teachers, support staff ● Modelling inclusive language and our RTLB philosophy. ● Knowing your school: understanding the culture, structures, systems, expectations, values, approaches, curriculum, community and whanau, timetable. ● Collaboration between school and RTLB to ensure schools understand the RTLB service while maintaining psychological safety ● Accessible and responsive At the beginning of the school year an initial meeting is held with the RTLB and Key people in the school to set the scene for how the school and RTLB will collaborate during the year: ● The school can decide who the key the key people are and if they would like the PL and CM to attend with the liaison ● RTLB will share their philosophy - insert swim upstream etc ● RTLB will explain the changes that have been made to how requests for support will be submitted. ● Ask the school what their process is for supporting teachers who may have a student that is having difficulty meeting expectations. Share our pre-request checklist. ● RTLB will share the agreement to collaborate that we use with teachers so that they are aware of it ● Discuss the RTLB powerpoint and explain that we would like to work with someone from the school to deliver a joint message about how the RTLB service will work with the school. This will include the agreement to collaborate and the school will explain their expectations of the staff for this. ● Agree on a time for the RTLB and school to share this information with the whole staff - school could put the powerpoint on their shared drive for individuals to refer	Pre request conversations and Te Waharoa hui will be logged in the Liaison summary meeting of the liaison tab on the database.

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		to. - RTLB will emphasise that conversations will be mana enhancing. - Come to an agreement with the school about when the RTLB will be present in the school and how they can be contacted. - Collate information to update the school profile (saved onto the RTLB drive) **Requests for Support:** **The purpose of the mahi before the mahi is to encourage schools to proactively identify the expectations students are unable to meet.** If the school believes they may require external support they will discuss the information collected from the pre-request checklist with the liaison RTLB. If a Te Waharoa hui is required the school will set this up and send invitations to RTLB and whānau if required. During Te Waharoa the team will use the liaison clarification template to determine whether a request for support is required, if it is the liaison RTLB will: - Complete the agreement to collaborate with the teacher - Complete the informed consent with the whānau - Submit the request for support. - Let the team know that the RTLB assigned to the case may not be the liaison but they will ensure they have a korero with the person assigned to the case. Submit the request for support. Monday mornings at 8.30am an intake and review meeting will be held. RTLB liaisons will discuss any submitted cases. RTLB will discuss who has capacity (caseloads monitored by PL and CM) to take on new cases.	Upload signed informed consent to the consent tab of the request for support.
WK 1	**Whakawhanaungatanga Build Connections** Listen & Share- Clarify what matters	If the case is allocated to an RTLB who is not the liaison, the new RTLB will: - Communicate with the liaison RTLB about the case. - Communicate with the teacher, SENCo and whānau (within 2 working days) using the preferred method that you have been allocated the case - Communicate the next step in the process: To begin observations following He Pikorua in Action approach. - Review the school profile to gain key knowledge of the school. Transition to school cases - communicate with appropriate MoE case worker as per EI Framework.	The date of allocation and Te Waharoa will be recorded on the He Pikorua Service Delivery Framework or the Service Delivery Early Intervention/RTLB Support whichever is appropriate.

WKS 1-3	**Kohikohi Gather Information** Deepen understanding by gathering evidence from multiple perspective	Use a range of data gathering tools to assess the learning environment - relationship between the student, teacher and their environment. The data gathering will reflect the focus of Te Waharoa. To be completed within 3 weeks from allocation. The ecological data gathered by the RTLB will be analysed using the kohikohi analysis form on the database. It will: • Reflect on the types of support observed in the classroom as referenced by Te Tūāpapa (Te Matua, Te Kāhui, Te Arotahi) • Teacher, student and whānau voice is weaved through the analysis • Identify strategies that work well across settings • Include a concise summative statement informed by the evidence gathered • TIES II will be used as an ecological lens to ensure all aspects of the instructional environment have been considered.	Data gathering observations and the tools used will be recorded on He Pikorua Service delivery framework contact notes on database. Kohikohi analysis to be written on the database. Kohikohi analysis to be uploaded to the other info section of the request so that schools can access this.
WK 4	**Āta whakaaro Sense Making** Collaboratively analyse and summarise information with open minds.	Pre-Outcomes [page 17-22 of current toolkit](#) need to be completed at ata whakaaro. In a secondary school these need to reflect a collective teacher voice. The RTLB will share their kohikohi analysis that reflects on the concerns gathered at Te Waharoa. The team will discuss information and prioritise next steps. Listen to the collaborative voices of the stakeholders at the āta whakaaro meeting to inform the content of the tātai (see below). Agree on timelines for whai whakaaro meetings to review the tātai.	Kohikohi analysis can be shared in advance or shared at the āta whakaaro meeting with the key stakeholders.
WK 5	**Tātai Plan Collaboratively/ Implement** Work together to plan for the implementation of goal- orientated action	The purpose of the āta whakaaro meeting is to create a collaborative tātai, that reflects a shared understanding of the aims/objectives of the tatai. This would include: • An evidence informed statement outlining a shared understanding of the priorities (this may differ from the one in the kohikohi analysis depending on the discussion during the āta whakaaro process). • Formulate SMART goals that address the issues raised in the evidenced based statement. • Agree on actions that will support each goal that will produce positive outcomes for students and teachers. • Actions in the plan reflect the principles of He Pikorua (culturally affirming and responsive, inclusive, strengths based, evidence informed, ecological, collaborative, mokopuna and whānau centered) • Actions will include gathering student voice and solving problems collaboratively	tātai will be completed on the database. Google Doc - to be embedded under the Tātai second tab - Documents. Insert the URL and ensure it is shared with CM/PL A copy of the tātai will be shared with the team. Tātai to be shared via google docs so that schools can access and contribute to this.

		with the student • Actions will follow the least intrusive to most intrusive model • Facilitate discussion about the research and evidence to support the data and possible actions. Discuss and decide on the process around timeframes, roles and responsibilities of the teacher and RTLB in terms of implementing and supporting the tātai. Following the meeting RTLB will forward a draft of the tātai to the team to ensure it is an accurate reflection of the āta whakaaro process. Depending on the feedback the tātai will be adjusted or implemented.	
WK 6	**Whakamahi** **Take Action with Integrity** Embed plan in everyday routines. Listen, learn and adjust when needed.	All team members contribute to and support the implementation of the tātai. RTLB will support the teacher with the actions as needed. Have progress towards set goals regularly recorded. Ensuring integrity/fidelity to the agreed tātai. *(Responsibility - all involved. Encourage & place the expectation upon teachers that they have a crucial role to play in providing feedback on the realities of the actions/strategies being implemented)* Use positive language, feeding forward and positive forecasting to empower teachers. Identify and address any barriers to successful implementation as they arise. If it is part of the tātai the RTLB will apply for Learning Support Fund (LSF) or the use of banked staffing when it is available. Use the same measures for gathering post implementation data as was used in the data gathering stage.	Dated contact log with brief notes. LSF application on database if appropriate.
	Whai Whakaaro **Reflect together** Check progress, reflect on outcomes and impacts	At an agreed time hold a team meeting to review the progress towards the goals of the tātai. The meeting can provide an opportunity to discuss, change and progress the tātai. The barriers and opportunities encountered on the way, and how they feed into the further actions of new goals with the tātai.	A summary of the reviewed data is recorded on the tātai after a review meeting. Obs/ assessment data feeds the review.
	Mana Motuhake **Empower others** Acknowledge contributions and empower others to continue.	When the teacher/s feel able to independently use the knowledge, skills, tools and strategies to make decisions for themselves, based upon their learning, then empowerment has been achieved. Record the next steps as agreed by the team. Review final outcomes with the team and record on the database.	Record outcome data on database. Upload the signed reviewed plan to the other info section of the database. Complete empowerment procedures,

		Review any LSF that has been in place and record the LSF outcome data	including case reflection, and share with PL.
		Request the invoice from the school if LSF is in place. Email to: invoices@rtlb.ac.nz	

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