



# Annual Plan 2025

Manawanui RTLB Purpose				
RTLB capably lead and grow inclusive practices that support the holistic development of Mokopuna.				
He Pikorua Principles				
Mokopuna and Whānau-centred - Collaborative - Strengths-based - Culturally affirming and responsive- Inclusive - Ecological - Evidence Informed				
National Education Learning Priorities (NELP)				
Learners at the centre: Learners with their Whānau are at the centre of education.	Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their Whānau.	Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.	World class Inclusive Public Education: New Zealand education is trusted and sustainable.
Ka Hikitia				
Te Whānau: Education provision responds to learners within the context of their Whānau.	Te Tangata: Māori are free from racism, discrimination and stigma in education.	Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	Te Tuakiritanga: Identity, language and culture matter for Māori learners.	Te Rangatiratanga: Māori exercise their authority and agency in education.
Action Plan for Pacific Education 2020-2030				
Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic.	Confront systemic racism and discrimination in education.	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met.	Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.

Government Priorities	
<b>Priority</b>	<b>Manawanui RTLB Cluster 10 approach and annual plan 2025 goals to meet the Government priorities.</b>
<b>Clearer curriculum:</b> Establishing a knowledge-rich curriculum grounded in the science of learning.	Our quality pedagogy indicator includes goals to support RTLB to develop working knowledge of the new English and Maths Curriculum with a focus on phase 1 and 2, which are the levels that students on RTLB caseload are often working at.
<b>Better approach to Literacy and Numeracy:</b> Implementing evidence-based instruction in early Literacy and Mathematics.	RTLB have been supporting schools to implement Structured Literacy and Spring into Maths as interventions that support structured learning in Literacy and Numeracy. Our goals in 2025 move our focus to growing Cluster wide RTLB capability in Structured Literacy. Exploring, and where appropriate, trialling tier 2 and tier 3 interventions to support students who are taking time to develop early Literacy and Numeracy will also be a priority. Developing knowledge to deliver Te Reo Matatini will be a focus for RTLB working in Kura Kaupapa.
<b>Smarter assessment and reporting:</b> Implementing consistent modes of monitoring student progress and achievement.	We have begun to explore an Expanded Curriculum Framework as a way to assess and support long term level 1 learners who may not yet qualify for ORS. Through this work RTLB will have an understanding of curriculums and assessments that support pre and long term Phase 1 learners. This knowledge will be used to support teachers to plan and assess students. A Cognitive Screener (CAS2:BF) that helps to identify areas of strength has been successfully trialled in 2024 and this will be strengthened in 2025.
<b>Stronger learning support:</b> Targeting effective learning support interventions for students with additional needs.	A focus on supporting students with behaviour needs continues in 2025. All RTLB will have the skills and knowledge to support a team to write a behaviour plan using ASUP (Assessment of Skills and Unsolved Problems), so that the teacher/adults can identify and implement appropriate strategies to support student success.
<b>Improved teacher training:</b> Developing the workforce of the future, including leadership development pathways	RTLB Leadership Development continues to work on building strategies and skills that support RTLB to be facilitators of adult learning. We recognise that to ensure the strengthening of inclusive practices and the sustainability of practices for the students, RTLB need to be skilled at working with adult learners.
<b>Greater use of data:</b> Using data and evidence to drive consistent improvement in achievement.	Outcomes data, National Satisfaction data and Case Closure data from schools and whānau inform our practice and areas for development. Through strengthening Kohikohi and Tātai practices on our practice framework, He Pikorua, we can engage more successfully in collaborative information and data gathering so that goals are authentic, SMART and able to be evaluated to show measurable progress.

## Annual Plan 2025

### Strategic Focus Area: Quality Pedagogy

Behaviour	2025	Actions	Who	Outcomes
<p>RTLB will have the skills and knowledge to identify/assess and address <b>Moderate to High Behaviour</b> in order to reduce barriers to learning.</p>	<p>All RTLB will have the skills and knowledge to support a team to write a behaviour plan using ASUP (Assessment of Skills and Unsolved Problems), so that the teacher/adults can identify and implement appropriate strategies to support student success.</p>	<p><b>Professional learning:</b> RTLB to engage in PLG using Ross Greene and Bruce Perry's literature.</p> <p>Behaviour Team to continue to support RTLB to engage in professional learning and discussion.</p> <p><b>Professional Practice:</b> All RTLB to be allocated, where possible, a request for support that has a behaviour component so that there is an opportunity to use our Cluster behaviour plan.</p> <p><b>Cultural Responsiveness:</b> TKOM and FOLA connect cultural models with Cluster Framework for behaviour.</p>	<p>PL - Lianne</p> <p>Lead Susan</p>	<p>RTLB will have a comprehensive working knowledge of how to support adults to differentiate for student behaviour.</p> <p>All RTLB will be able to facilitate using the ASUP to write a behaviour plan.</p> <p>RTLB will develop an awareness of cultural models and implications on approaches to behaviour.</p> <p>RTLB will know who to consult if they need cultural support when developing behaviour plans.</p>

<b>Learning:</b>	<b>To provide opportunities for deep learning and to build in depth of working knowledge, we will divide the Cluster into 2 focus groups. One group will focus on English while the other will focus on Mathematics. In 2026 the groups will change over. This will allow all RTLB to develop comprehensive knowledge about the new English and Maths Curriculum to be able to support teachers in Cluster Schools</b>			
<p>RTLB will have a comprehensive understanding of Literacy and Numeracy interventions that are evidenced based and support development at Phase 1 and 2 of the Curriculum.</p>	<p><b>Literacy:</b> RTLB will have an understanding of the new English curriculum at Phase 1 and 2 so that they can support teachers to differentiate for students at Phase 1 and 2 using a Structured Literacy approach.</p>	<p><b>Professional learning:</b> Provide PLD to RTLB to unpack the new English curriculum.</p> <p>Cluster PLD workshops on Science of Reading, assessments and examples of interventions.</p> <p>RTLB to attend MOE funded PLD aligned to schools chosen Structured Literacy approach.</p> <p><b>Professional Practice:</b> Explore the new resources/assessments provided by MOE as they become available.</p> <p>RTLB will use the updated/new Literacy assessments for Kohikohi.</p> <p>RTLB will confidently scaffold teachers to use Structured Literacy resources to support Phase 1 and 2 learning.</p> <p><b>Cultural Responsiveness:</b> RTLB to attend PLD on one of the SL approaches, Hanganga Reo Matatini.</p> <p>RTLB to be part of a working group to develop understanding of Structured Literacy in a Pasifika Bilingual context.</p>	<p>PL Wini and Pete</p> <p>Literacy Team</p>	<p>RTLB will have a working knowledge of the new English Curriculum at Phase 1 and 2 and how to differentiate and support implementation of learning for students.</p> <p>RTLB will be able to use appropriate Structured Literacy based assessment.</p> <p>RTLB will use interventions that align with Structured Literacy.</p> <p>Core team will have a developing knowledge of Te Reo Matatini and begin to develop the skills to support.</p> <p>A core group of RTLB will have developed knowledge of Structured Literacy in a bilingual context to support Cluster planning for 2026.</p>

	<p><b>Mathematics:</b> All RTLB will have an understanding of the new Maths curriculum at Phase 1 and 2 so that they can support teachers to differentiate for students at Phase 1 and 2 using a Structured Maths approach.</p>	<p><b>Professional learning:</b> Provide PLD to RTLB to unpack the new Maths curriculum.</p> <p>Explore and utilise MOE PLD opportunities for RTLB in a specific Maths programme (In collaboration with our lead school).</p> <p>Explore the new resources/assessments provided by MOE as they become available.</p> <p>Explore SPRING into Maths as a Tier 2 intervention under the New Curriculum.</p> <p><b>Professional Practice</b> RTLB will use the updated/new maths assessments for Kohikohi. RTLB will confidently scaffold teachers to use new resources to support Phase 1 and Phase 2 learning.</p>	<p>PL Adrian and Lianne</p> <p>Numeracy Team</p>	<p>RTLB will have a working knowledge of the new Maths Curriculum at Phase 1 and 2 and how to differentiate and support implementation of learning for students.</p> <p>RTLB will have a working understanding of one of the 4 Maths programmes offered by MOE.</p> <p>Where alignment is possible RTLB will be able to support the implementation of SPRING as a Tier 2 intervention.</p> <p>All RTLB will be able to use appropriate assessments for Kohikohi.</p> <p>When needed Tātai will have goals that align with the new Maths Curriculum.</p>
	<p><b>Expanded Curriculum:</b> RTLB will have an understanding of curriculums and assessments that support pre and long term Phase 1 learners.</p>	<p><b>Professional learning:</b> Core team to develop activities at each stage of the Expanded Curriculum and share with RTLB.</p> <p>Unpack Carolina Curriculum for Preschoolers with Special Needs (CCPSN) and curated resources that support the curriculum.</p> <p>Provide workshops on how to use the MOE handbook for ORS.</p> <p><b>Professional Practice:</b> RTLB will use curriculums that pertain to pre and long term Phase 1 students to support teachers to differentiate learning and/or to support possible ORS applications.</p>	<p>PL - Adrian</p> <p>Jo Brandli</p> <p>Core Team</p>	<p>RTLB will have a working knowledge of the Expanded Curriculum and activities to support learning.</p> <p>RTLB will have a working knowledge of the CCPSN and activities to support learning.</p> <p>RTLB will have a working knowledge of how to support and facilitate the collaborative writing of quality ORS applications.</p> <p>When needed Tātai will have goals that use the progressions within the curriculums to show student progress and achievement.</p> <p>All RTLB will be able to facilitate ORS applications.</p>

Strategic Focus Area: Culturally Responsive Practice

	2025	Actions	Who	Outcomes
Create a culture that empowers RTLB to have safe and productive conversations about racism, prejudice and bias that result in greater understanding and changes in behaviour and practice.	To continue to build and reflect on personal beliefs that could result in unconscious bias and prejudice.	<p><b>Professional learning:</b> To continue with Unteach Racism Modules and extend learning within the Cluster. Pacific Panthers to facilitate a workshop to build understanding of Pacific perspectives.</p> <p><b>Professional Practice</b> RTLB will be encouraged to demonstrate that they meet shift 2 in APPE and Te Tangata in Ka Hikitia.</p>	Tamara/ Wini  Tātou Tātou	<p>RTLB will be mindful about worldview, language and actions that could unintentionally show unconscious bias or prejudice.</p> <p>Casework will ensure that outcomes for students are not impacted by unconscious bias or prejudice.</p>

Strategic Focus Area: He Pikorua in Action

	2025	Actions	Who	Outcomes
RTLB will follow He Pikorua with fidelity.	Develop shared understandings and consistency in practice of how RTLB develops Tātai that result in inclusive classroom practices and positive outcomes for students.	<p><b>Professional Learning:</b> RTLB will engage in Cluster wide PLD to develop their skills to ensure that the Tātai is written using a collaborative, solutions focused approach while teaming up with teachers and Whānau and students.</p> <p>Practice Leaders will give feedback about Tātai and monitor contact to ensure that Tātai are being shared.</p> <p>Tātai meetings will highlight expectations around LSF funding and make clear links between the goals and any resources that may be needed.</p> <p>Supervision sessions will include a focus on Tātai and areas of strength and individual areas for development.</p> <p>Secondary Focus: RTLB will explore the draft document a core team has developed around ways of working in secondary school.</p> <p><b>Professional Practice</b> RTLB will facilitate effective efficient Tātai hui.</p> <p><b>Cultural Responsiveness:</b> RTLB will deliberately scaffold whānau and students to</p>	PLs	<p>RTLB, schools and Whānau will have a clear understanding of timeframes and RTLB will guide the team to ensure the case progresses effectively.</p> <p>Tātai will include a goal that directly relates to building inclusive practices of the adults working with the student.</p> <p>Outcomes data will show base point increases on Teacher Perception.</p> <p>LSF will be timely and support the Tatai.</p> <p>The Satisfaction Survey will continue to show high levels of satisfaction across the Cluster.</p> <p>RTLB will have shared understanding across the cluster of working in secondary schools using He Pikorua.</p> <p>Tātai will be developed collaboratively with all team members having ownership and accountability for providing an inclusive environment and practices to produce a quality Tātai document. Tātai goals and roles are clearly defined, and SMART.</p>

		<p>authentically contribute to the Tātai Hui.</p> <p>RTLB will use different culturally responsive strategies, approaches and opportunities to ensure whānau and student voice is present in the Tātai.</p>		<p>Whānau and student voice will be evident in Tātai.</p>
Develop and strengthen Partnerships that support student success.	<p>Explore and network with Kia Ora Ake providers so that RTLB can be part of a wider team supporting students holistically.</p> <p>Explore and provide opportunities for SENCOs to build leadership capabilities.</p>	<p>RTLB to meet providers and develop an initial understanding of Kia Ora Ake.</p> <p>RTLB will explore ways to work alongside Kia ora ake to support students.</p> <p>Survey SENCOs to gather information about what their needs are.</p> <p>Provide workshops focussed on leadership development to support SENCOs in their roles</p>	<p>Tamara</p> <p>Adrian/Wini</p>	<p>Partnerships between RTLB and Kia Ora Ake will be established.</p> <p>SENCOs will have additional strategies and knowledge about leading effectively to support inclusion within their context.</p> <p>A SENCO Community of Practice will be established with a particular focus on leadership.</p>

Strategic Focus Area: Effective Leadership

	2025	Actions	Who	Outcomes
RTLB				
RTLB will develop skills, knowledge and understanding for working with adult learners .	RTLB will continue to strengthen skills and strategies to ensure that casework has a focus on supporting inclusive practices in the adults working with students.	<p>PLD with Tony Burkin RTLB will learn to understand different communication styles and how to modify their communication for best outcomes in casework.</p> <p>The Cluster will introduce and explain to RTLB the rationale for using the term ‘important conversion’.</p> <p>Opportunities for role play and coaching will be made available as required.</p> <p>Supervision will focus on what the RTLB is doing to support the adults to develop inclusive practices.</p> <p>RTLB will reflect on shifts in Teacher Perception Outcomes Data to understand the effectiveness of their practice.</p>	<p>Leadership Team</p> <p>RTLB</p>	<p>RTLB will understand their communication style and use this learning to communicate more effectively with the adults they work with.</p> <p>RTLB will continue to strengthen their skills and strategies to enable them to have ‘important conversations’ in a timely manner.</p> <p>Through differentiated communication and important conversations, RTLB will support the adults to understand the importance of building inclusive strategies to support positive student outcomes.</p> <p>Satisfaction Survey outcomes for building Inclusive Capability will increase on 2024 data.</p>

Leadership Team				
Develop leadership capability and understanding to provide the right leadership at the right time.	High performance leadership PLD to strengthen strategic planning and support RTLB to continue to grow in their practice.	<p>Participate in SpringBoard High Performing Leadership Teams. Consult with Cluster Schools To gather voice for Strategic Plan at the end of Term 2.</p> <p>Leadership team will strengthen their skills in Radical Candour.</p>	Leadership Team	<p>Manawanui will have a new Strategic Plan for 2026-2028.</p> <p>Leadership Team conversations will show evidence of caring personally while challenging directly.</p> <p>The Leadership Team will strengthen their methods of communication during supervision, observation and feedback to refine RTLB practice that ensures the adults strengthen inclusive capability to support positive student outcomes.</p>

