



**NATIONAL VISION:**  
**CLUSTER VISION:**  
**LEADERSHIP TEAM VISION:**

Making a positive difference for all cluster schools.  
 Sustainable growth for all.  
 Empowered collaborators enabling Te Parirau o Tainui Waka to thrive

## REVIEW OF STRATEGIC PLAN (2019 - 2021) - Ratified by Morrinsville BOT on 2021

| STRATEGIC GOALS for 2021   |   | INITIATIVES - What are we going to do?   | OUTCOMES - What does good look like in 12 months  | 2021   |
|----------------------------|---|--|---|--------|
| <b>(1) STUDENT SUCCESS</b> | <ul style="list-style-type: none"> <li>Recording of pre and post data in a transparent format and transparent recording process.</li> <li>RTL capability of analysis of data being able to create a plan that addresses the findings of the analysis.</li> <li>RTL staff are equipped with the necessary skills, knowledge and support, to collaboratively develop and implement evidence-based interventions that - are culturally responsive, are inclusive, are needs-based, embrace the RTL principles, align with the RTL practice sequence, and support MOE Initiatives.</li> </ul> | 1.1. Develop consistent and transparent practices and procedures for recording student pre and post data in the cluster database.  | <ul style="list-style-type: none"> <li>All RTLB-entering case information directly into the database</li> </ul>   | 16 Apr |
|                            |   | 1.2. Strengthen RTLB capability to analyse data and develop interventions in response to the data.   | <ul style="list-style-type: none"> <li>Improved confidence of RTLB to formulate evidence-based SMART goals.</li> <li>SMART goals drive the intervention plan.</li> </ul>  | 16 Apr |
|                            |   | 1.3. Strengthen the RTLB Leadership Team's (LT) capability to access and analyse cluster data.   | <ul style="list-style-type: none"> <li>A culture of self and peer review is in evidence.</li> </ul>   | 16 Apr |
| <b>(2) CAPABILITY</b>      | <ul style="list-style-type: none"> <li>Develop a culture of sharing skills, strategies and knowledge - RTL to RTL / RTL to Schools / Schools to RTL.</li> <li>RTL expertise and leadership is enhanced through high quality, targeted professional development opportunities that reflect the RTL Principles - inclusive teaching - culturally responsive - collaborative and seamless model of practice - strengths-based - reflective - evidence-based - professional.</li> </ul>   | 2.1. Strengthen our culture of sharing skills and knowledge.   | <ul style="list-style-type: none"> <li>A transparent, effective and collaboratively designed PGC is in place.</li> <li>All RTL are members of a COP.</li> <li>All COP have achieved the annual goals set by the group.</li> <li>COPs work is an integral part of the RTL's professional growth cycle.</li> </ul>  |        |
|                            |   | 2.2. Strengthen RTLB understanding of inclusion and culturally responsive practices through targeted, personalised and needs-based PLD that supports staff to grow in their practice | <ul style="list-style-type: none"> <li>RTL demonstrate an ongoing development of inclusive and culturally responsive practices.</li> </ul>  | 09 Jul |
| <b>(3) LEADERSHIP</b>      | <ul style="list-style-type: none"> <li>Leadership model is defined by and aspires to - best practice - transparency - clear communication - trust - collaboration.</li> </ul>   | 3.1. Build the capacity of the Leadership Team (LT) to work in a collaborative, responsive, open and timely manner.  | <ul style="list-style-type: none"> <li>Culture of reciprocal trust and respect is demonstrated.</li> <li>LT is working collaboratively and effectively.</li> <li>LT decisions and actions are informed by the strategic plan and communicated in a timely and effective manner to all RTL.</li> </ul>   | 01 Oct |
|                            |   | 3.2. Develop coaching and mentoring capacity of all RTL.   | <ul style="list-style-type: none"> <li>Improved leadership capability.</li> <li>All staff have completed the introductory 1 day OTL training.</li> <li>Identified staff have done the four day Advanced OTL training.</li> </ul>  | 09 Jul |
| <b>(4) PARTNERSHIPS</b>    | <ul style="list-style-type: none"> <li>Establish consistently collaborative, responsive and reciprocal engagement with key stakeholders.</li> <li>Build strong professional and collaborative relationships with our schools, Ministry and other agencies and communities and whanau.</li> </ul>  | 4.1. Build and strengthen collaborative relationships with schools and their communities (students, whānau and agencies)   | <ul style="list-style-type: none"> <li>Liaison RTL are engaging effectively with their schools and ensuring requests for assistance are being made in accordance with our cluster guidelines.</li> <li>RTL activity logs (case notes), travel logs and google calendars indicate all liaison RTL are scheduling formal meetings with their schools.</li> <li>School feedback indicates effective liaison and collaboration is occurring.</li> </ul> | 01 Oct |
|                            |   | 4.2. Develop effective and collaborative processes to implement the new MOE Learning Support Approach.   | <ul style="list-style-type: none"> <li>RTL are collaborating effectively with MOE staff via email, phone, F2F and online interactions in a timely and responsive manner.</li> </ul>   | 01 Oct |

## 2021 STRATEGIC GOAL 1 - STUDENT SUCCESS

- RTLB confidently using the database effectively for case management; recording student pre and post data that captures achievement across the cluster
- RTLB working confidently and collaboratively to design and implement evidence-based, measurable interventions with improved outcomes for students

[Link to - SUMMARY OF STRATEGIC PRIORITIES](#)

| Current Reality - Dec 2020  | Initiative   | Key Actions in 2021  | Led by   | Date  | Budget                                      | What does good look like in 12 months?   | 2021 Measures   |
|---|--|--|--|---|---|--|---|
| <ul style="list-style-type: none"> <li>Case management is through a variety of mediums, e.g. WORD, Google docs and hard copies.</li> <li>PLs are responsible for supporting capability within their teams.</li> </ul>   | <p><b>1.1</b> Develop consistent and transparent procedures for recording student pre and post data in the cluster database.</p> | <p><b>1.1a]</b> Draft a time bound detailed action plan based on RTLB feedback.</p> <p><b>1.1b]</b> Work with the database provider to adapt our system.</p> <p><b>1.1c]</b> Review and fine-tune RTLB use of the database.</p> <p><b>1.1d]</b> Analyse cluster-wide use of the database, and identify what can be standardised.</p> | <p>PL/DM<br/>LT</p> <p>CM</p> <p>PLs</p> <p>LT</p> | <p>End T1 -<br/>16 Apr</p> <p>End T1 -<br/>16 Apr</p> <p>End T1 -<br/>16 Apr</p> <p>End T2 -<br/>09 Jul</p> | <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> | <ul style="list-style-type: none"> <li>All RTLB are entering case information directly into the database.</li> </ul>   | <ul style="list-style-type: none"> <li>Post Survey of RTLB shows 90% of RTLB are confidently and effectively entering information directly into the case management in the cluster's database.</li> </ul> |
| <ul style="list-style-type: none"> <li>RTLB are sharing case updates both face-to-face, and electronically.</li> <li>No cluster-wide means of reviewing the quality of data analysis and intervention development.</li> <li>All RTLB are analysing data as part of their day-to-day casework.</li> <li>PLs are responsible for supporting capability within their teams.</li> </ul>           | <p><b>1.2</b> Strengthen RTLB capability to analyse data and develop responsive interventions.</p>                               | <p><b>1.2a]</b> Provide PLD re: data gathering, analysis, hypothesis setting and goal setting.</p> <p><b>1.2b]</b> Confirm a date for clusterwide PLD that will be provided by Massey University. We will also organise workshops (if required) in response to any needs.</p>  | <p>CM &amp;<br/>PL/L</p> <p>CM</p>                 | <p>End T3 -<br/>01 Oct</p> <p>T1 W5 -<br/>04 Mar</p>  | <p>TBC</p> <p>N/A</p>                       | <ul style="list-style-type: none"> <li>Improved confidence of RTLB to formulate evidence-based SMART goals.</li> <li>SMART goals drive the intervention plan.</li> </ul> | <ul style="list-style-type: none"> <li>Post Survey of RTLB shows 90% of RTLB are effectively gathering and analysing data.</li> </ul>   |
| <ul style="list-style-type: none"> <li>In response to feedback from RTLB, the LT invested a lot of time in T3 &amp; 4 reviewing case management templates in our database. As a result we revised our templates and asked the RTLB for their input - the outcome being that the RTLB prefer the current system.</li> <li>Database could meet our current needs with minor changes.</li> </ul> | <p><b>1.3</b> Strengthen LT capability to access and analyse cluster data.</p>   | <p><b>1.3a]</b> Organise PLD for the LT to learn how to access and use the reporting function in the cluster's database.</p> <p><b>1.3b]</b> LT will analyse data and identify trends each term.</p>   | <p>CM</p> <p>CM</p>                                | <p>End T1 -<br/>16 Apr</p> <p>T1 - W8<br/>T2 - W8<br/>T3 - W8<br/>T4 - W8</p>                               | <p>N/A</p> <p>N/A</p>                       | <ul style="list-style-type: none"> <li>A culture of self and peer review is evident.</li> </ul>  | <ul style="list-style-type: none"> <li>PLs able to access, analyse data (both regional and team).</li> </ul>  |

|                                     |          |                        |          |                    |              |                                 |  |
|-------------------------------------|----------|------------------------|----------|--------------------|--------------|---------------------------------|--|
| Colour code for monitoring progress | On Track | Urgent Action Required | Achieved | Partially Achieved | Not Achieved | Identified for action next year | No longer a strategic priority / Business as usual |
|-------------------------------------|----------|------------------------|----------|--------------------|--------------|---------------------------------|--|



## 2021 STRATEGIC GOAL 2 - CAPABILITY

- Strengths-based culture of sharing best practice for sustainable growth
- RTL demonstrate an ongoing development of inclusive and culturally responsive practices.

[Link to - SUMMARY OF STRATEGIC PRIORITIES](#)

| Current Reality - Dec 2020  | Initiative   | Key Actions in 2021   | Led by  | Date  | Budget   | What does good look like in 12 months?   | 2021 Measures  |
|---|--|---|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>Information shared with RTL re: He Pikorua and one cluster-wide PLD provided.</li> <li>LT have participated in online discussions re: He Pikorua.</li> <li>Formal and informal sharing of knowledge and skills is occurring.</li> <li>Cluster-wide COPs and supervision groups set up this year.</li> </ul>  | <p><b>2.1.</b> Strengthen our culture of sharing knowledge and skills.</p>   | <p><b>2.1a]</b> Make 'sense-making of He Pikorua' the focus of our Professional Growth Cycle (PGC).</p> <p><b>2.1b]</b> Provide of opportunities for RTL to familiarise with and share their practice with a focus on He Pikorua during cluster hui, supervision groups and purpose-driven workshops</p> <p><b>2.1c]</b> Update cluster processes to align with the new PGC.</p> <p><b>2.1d]</b> Update the RTL Skills &amp; Strengths doc and extend it to include the work done in COPs and supervision groups.</p> <p><b>2.1e]</b> Review and strengthen our COP guidelines and process.</p> <p><b>2.1f]</b> Peer review by another cluster.</p> | <p>LT</p> <p>PL/LP</p> <p>PL/LP</p> <p>CM</p> <p>CM/LSP</p> | <p>04 Nov</p> <p>End T1 - 16 Apr</p> <p>End T1 - 16 Apr</p> <p>End T2 - 09 Jul</p> <p>End T3 - 01 Oct</p> | <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> | <ul style="list-style-type: none"> <li>All RTL are incorporating He Pikorua into their day-to-day practice.</li> <li>A transparent, effective and collaboratively designed PGC is in place.</li> <li>All RTL are members of a COP.</li> <li>All COP have achieved the annual goals set by the group.</li> <li>COPs work is an integral part of the RTL's professional growth cycle.</li> </ul> | <ul style="list-style-type: none"> <li>Register of RTL strengths, skills and interests set up with 100% of RTL participating.</li> <li>Post Survey of RTL shows 90% of RTL:                             <ul style="list-style-type: none"> <li>Have sufficient working knowledge of the new PGC and He Pikorua.</li> <li>Are sharing and accessing info in the database.</li> <li>Satisfied with opportunities provided to share knowledge and skills at cluster days and in their teams and regions.</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>RTL are at different stages in their understanding of inclusion and culturally responsive practices and how this impacts and is reflected in their practice.</li> <li>There has been an introduction (via cluster-wide PLD) to UDL, He Pikorua and Ka Hikitia.</li> <li>We reviewed our appraisal process and templates and are trialed the new docs in 2020. The introduction of the new professional growth cycle will require an extended focus in 2021.</li> </ul> | <p><b>2.2.</b> Strengthen RTL understanding of inclusion and culturally responsive practices through targeted, personalised and needs based PLD that supports staff to grow in their practice.</p> | <p><b>2.2a]</b> Provide PLD re: He Pikorua using the skills and experience within the cluster, from other clusters and from MOE</p>   | <p>LT</p>   | <p>End T3 - 01 Oct</p>  | <p>N/A</p>   | <ul style="list-style-type: none"> <li>RTL demonstrate an ongoing development of inclusive and culturally responsive practices.</li> </ul>   | <ul style="list-style-type: none"> <li>Post Survey of RTL shows 100% of RTL report the PLD provided has led to their improved understanding and implementation of culturally responsive and inclusive practices.</li> </ul>  |

Colour code for monitoring progress

On Track

Urgent Action Required

Achieved

Partially Achieved

Not Achieved

Identified for action next year

No longer a strategic priority  
Business as usual

## 2021 STRATEGIC GOAL 3 - LEADERSHIP

- Culture of reciprocal trust and respect is demonstrated.
- Improved leadership capability.

## Link to SUMMARY OF STRATEGIC PRIORITIES

| Current Reality - Dec 2020   | Initiative  | Key Actions in 2021   | Led by  | Date   | Budget                           | What does good look like in 12 months?   | 2021 Measures  |
|--|---|---|---|--|----------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Role clarity doc has helped to ease confusion and misconceptions</li> <li>One of our PLs has resigned (effective from the start of the 2021 school year).</li> <li>Incoming PL is a newly trained RTL who is also an ex-principal.</li> <li>Two key actions have strengthened the effectiveness of LT meetings                             <ul style="list-style-type: none"> <li>- Assigning timekeeper and facilitator roles;</li> <li>- Use of Swartz's 'meetings protocols'.</li> </ul> </li> </ul> | <p><b>3.1.</b> Build the capacity of the Leadership (LT) to work in a collaborative, open responsive, open and timely manner.</p> | <p><b>3.1a]</b> Review the survey of RTL perceptions and needs to include questions regarding our strategic priorities.</p> <p><b>3.1b]</b> Administer the survey and analyse the data.</p> <p><b>3.1c]</b> Through the provision of Leading by Learning training (previously know as OTL (Open to Learning) training, we will build on the 2020 actions to further strengthen the LT's focus on providing the best RTL service possible to the optimum number of students and schools at any given time. I.e. LT decisions and actions informed by the 'Role Clarity' doc finalised in 2021.</p> <p><b>3.1d]</b> Peer review by another cluster.</p> | <p>CM &amp; LSP</p> <p>CM &amp; LSP</p> <p>CM &amp; LSP</p> | <p>T1 W5 - 04 Mar</p> <p>T1 W5 - 04 Mar</p> <p>End T3 - 01 Oct</p> | <p>N/A</p> <p>N/A</p> <p>N/A</p> | <ul style="list-style-type: none"> <li>Culture of reciprocal trust and respect is demonstrated.</li> <li>LT is working collaboratively and effectively.</li> <li>LT decisions and actions are informed by the strategic plan and communicated in a timely and effective manner to all RTL.</li> </ul>  | <ul style="list-style-type: none"> <li>Post Survey of RTL shows 90% satisfaction with /trust in LT.</li> <li>Survey LT perceptions indicates 90% overall satisfaction with the team's                             <ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Openness</li> <li>- Responsiveness and timeliness</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>Wide range of knowledge, skills and capability across the cluster.</li> <li>Most of our cohort have done the introductory 1 day OTL course.</li> <li>CM and LSP have completed the 4-day Advanced OTL training</li> </ul>   | <p><b>3.2.</b> Develop coaching and mentoring capacity of all RTL.</p>  | <p><b>3.2a]</b> Provide the introductory 2-day Leading by Learning PD to those staff who still need to do the training.</p> <p><b>3.2b]</b> Provide the LT and any other staff with additional leadership responsibilities with the 4 day Advanced Leading by Learning PD.</p>  | <p>LT</p> <p>CM</p>   | <p>End of T1 - 16 Apr</p> <p>End of T2 - 09 Jul</p>                | <p>TBC</p> <p>TBC</p>            | <ul style="list-style-type: none"> <li>Improved leadership capability.</li> <li>All staff have done the introductory 2 day OTL training.</li> <li>Identified staff have done the 4 day Advanced OTL training.</li> <li>RTL staff are confidently and effectively demonstrating their openness to learning:                             <ul style="list-style-type: none"> <li>- Describing their concerns and points of view to each other;</li> <li>- Inviting the other's point of view;</li> <li>- Paraphrasing their points of view and checking;</li> <li>- Detecting and checking important assumptions;</li> <li>- Establishing common ground;</li> <li>- Make a plans / next steps;</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Coaching and mentoring embedded across the cluster.</li> </ul>  |

Colour code for monitoring progress

On Track

Urgent Action Required

Achieved

Partially Achieved

Not Achieved

Identified for action next year

No longer a strategic priority / Business as usual

2021 STRATEGIC GOAL 4 - PARTNERSHIPS

- Effective liaison practices that enhance student outcomes.
- Effective process and action in place.
- Health and safety and wellbeing are valued.

| Current Reality - Dec 2020  | Initiative  | Key Actions in 2021  | Led by     | Date                 | Budget | What does good look like in 12 months?   | 2021 Measures  |
|---|---|--|------------|----------------------|--------|--|--|
| <ul style="list-style-type: none"> <li>The purpose of the Liaison RTLB role is to strengthen the relationship and communication between the RTLB Service and cluster schools.</li> <li>The expectation is for all liaison RTLB to meet with their schools at the start of each year to revisit liaison agreements, be advised of any key changes that may impact on RTLB service delivery, and record this info in the cluster's database. The intention here is to help keep us informed of the unique characteristics of our cluster schools.                             <ul style="list-style-type: none"> <li>Most RTLB renew liaison agreements with their schools.</li> <li>Some RTLB enter liaison information in the database.</li> </ul> </li> <li>Misconceptions amongst some schools regarding RTLB work / role and access to our service in particular during T4.</li> </ul> | <p><b>4.1.</b> Build and strengthen collaborative relationships with schools and their communities (students, whānau and agencies).</p> | <p><b>4.1a]</b> Review our liaison process and practice to ensure a high calibre liaison service is provided to our cluster schools.<br/>Review will consist of:</p> <ul style="list-style-type: none"> <li>Review of guidelines by RTLB panel (facilitated by CM):</li> <li>Consultation with schools:                             <ul style="list-style-type: none"> <li>CAG - Face-to-face (F2F)</li> <li>Schools - Survey &amp; F2F</li> </ul> </li> </ul> <p><b>4.1b]</b> Ensure all RTLB and schools are familiar with the Liaison guidelines and expectations.</p> <p><b>4.1c]</b> LT will monitor the type of requests made by schools and provide feedback to the liaison RTLB concerned as required.<br/>Monitoring will consist of:</p> <ul style="list-style-type: none"> <li>Review of requests:                             <ul style="list-style-type: none"> <li>PLs x3 per term by PLs</li> <li>LT x2 per year</li> </ul> </li> <li>Consultation with schools:                             <ul style="list-style-type: none"> <li>CAG - Face-to-face (F2F)</li> <li>Schools - Survey &amp; F2F</li> </ul> </li> </ul> | CM         | End T3<br>Fri 01 Oct | N/A    | <ul style="list-style-type: none"> <li>Liaison RTLB are engaging effectively with their schools and ensuring requests for assistance are being made in accordance with our cluster guidelines.</li> <li>RTLB activity logs (case notes), travel logs and google calendars indicate all liaison RTLB are scheduling formal meetings with their schools.</li> <li>School feedback indicates effective liaison and collaboration is occurring.</li> </ul> | <ul style="list-style-type: none"> <li>Effective collaboration with cluster schools is embedded across the cluster.</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Disconnect reported by local RTLB teams - between themselves and the MOE staff working in their area.</li> <li>Invitations are sent to MOE staff when SENCO meetings are set, but most are unavailable. We will continue to extend invites.</li> <li>CMs (Clusters 14, 15, 16 &amp; 17) are in regular contact via online and F2F meetings, and phone calls and emails.</li> </ul>   | <p><b>4.2.</b> Develop effective and collaborative processes to implement the new MOE Learning Support Approach (LS).</p>               | <p><b>4.2a]</b> Continue inviting MOE staff to our meetings with schools and any other cluster gatherings that may be of interest to them.</p> <p><b>4.2b]</b> Continue with online collaborations (with MOE staff) that are linked to the implementation of He Pikorua and Ka Hikitia.</p>  | RTLB<br>PL | End T3<br>Fri 01 Oct | N/A    | <ul style="list-style-type: none"> <li>RTLB are collaborating effectively with MOE staff via email, phone, F2F and online interactions.</li> </ul>   | <ul style="list-style-type: none"> <li>MOE staff are attending cluster gatherings (record types of gatherings and number attended) = yes/no</li> </ul> |

|                                     |          |                        |          |                    |              |                                 |   |
|-------------------------------------|----------|------------------------|----------|--------------------|--------------|---------------------------------|---|
| Colour code for monitoring progress | On Track | Urgent Action Required | Achieved | Partially Achieved | Not Achieved | Identified for action next year | Not target a strategic priority (finished at usual) |
|-------------------------------------|----------|------------------------|----------|--------------------|--------------|---------------------------------|---|

Submit plan to: [RTLB.enquiries@education.govt.nz](mailto:RTLB.enquiries@education.govt.nz) by 01 March 2021

|  |                               |
|--|-------------------------------|
| <b>DECLARATION - RTLB Cluster 14 Strategic Plan - 2020 to 2021</b>   |                               |
| <i>Declarations</i>  |                               |
| I declare that the Morrinsville Intermediate Board of Trustees has ratified Cluster 14's Strategic Plan (2020 to 2021) |                               |
| <b>Signed:</b> _____   | <b>Date:</b> <u>17/2/2021</u> |
| <b>Board of Trustees Chair (Name):</b> <u>Fenosa Higham</u>  |                               |

|  |                 |                               |                 |                           |                     |  |   |
|--|-----------------|-------------------------------|-----------------|---------------------------|---------------------|--|---|
| <b>Colour code for monitoring progress</b> | <b>On Track</b> | <b>Urgent Action Required</b> | <b>Achieved</b> | <b>Partially Achieved</b> | <b>Not Achieved</b> | <b>Identified for action next year</b> | <b>No longer a strategic priority / Business as usual</b> |
|--|-----------------|-------------------------------|-----------------|---------------------------|---------------------|--|---|