



## Briefing Note: 2021 Resource Teachers: Learning and Behaviour Service (RTLBS) national satisfaction survey results

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	04 April 2022	<b>Priority:</b>	Low / <b>Medium</b> / High
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose

This Briefing Note informs you of the findings of the 2021 Resource Teacher: Learning and Behaviour (RTLBS) national satisfaction survey from schools and kura. It provides information about the dissemination and use of the findings.

### Summary

- The annual RTLBS national satisfaction survey provides school and kura feedback on RTLBS service satisfaction, performance, and outcomes. Cluster managers distributed the survey and responses were received from 1,144 schools and kura, with an overall response rate of 48%. The overall satisfaction with RTLBS quality of service remains high at 78%, and this is unchanged from 2019.
- The key findings of the 2021 survey are:
  - the overall performance and outcome results remain relatively high with six out of seven performance results ranging from 81% to 89% with the lowest rating of 71%. 2021 results were slightly lower than the 2019 results, this was true for six out of eight performance questions and six out of seven outcome questions
  - 78% of respondents were satisfied or very satisfied with the quality of RTLBS service, the same percentage as 2019. Only 9% were dissatisfied or very dissatisfied. For service provision during COVID-19 in 2020 and 2021, 65% were satisfied or very satisfied and 13% were dissatisfied or very dissatisfied
  - 66% were satisfied or very satisfied with the time it took to access services, a decrease of 2% from 2019. This reduction is consistent with the risks and issues reports received by the Ministry from clusters noting difficulties in managing services due to changing patterns of referral and need associated with COVID-19.
  - for cultural awareness 81% agreed or strongly agreed with the statement that RTLBS demonstrate a high level of cultural awareness when working with kura, kaiako, students and whānau. For family support 65% agreed or strongly agreed with the statement that families and whānau feel supported through RTLBS involvement.

## Recommended actions

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- a. **Note** while the 2021 overall satisfaction rating for quality of service remains at 78%, the survey captures some reductions in service performance and outcomes which could be due to COVID-19 impacts on service delivery.

**Noted**

- b. **Note** the collated survey results will be shared with Hautū, Directors of Education, and with Lead School Principals and Cluster Managers and used to inform ongoing service improvements at the cluster, regional and national level.

**Noted**

- c. **Agree** that this Briefing will be proactively released.

**Agree**

**Disagree**



Susan Howan  
**Associate Deputy Secretary**  
**Te Pae Aronui**

04 /04 /2022



Hon Jan Tinetti  
**Associate Minister of Education**

05/04/2022

## Background

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1. The RTLB service is a key learning support service. It provides trained specialist itinerant teachers learning and behaviour across the schooling network for ākonga in years 1 - 10. The National RTLB satisfaction survey data is used to provide an overview of service performance and guide service improvement at cluster, regional and national levels, inform the National RTLB Lead School Principals' Executive Group of service progress and issues, and inform cycles of annual planning and reporting at the cluster level, alongside other service data.
2. An annual survey provides school and kura level feedback on RTLB service satisfaction, performance, and outcomes. Typically, the online survey is sent to school leaders by RTLB Cluster Managers in Term 3. The survey was not conducted in 2020 due to COVID-19 and was delayed in 2021 until Term 4 to reduce demands on schools.
3. Most survey questions are consistent across the 2021 and 2019 surveys, and three new questions were added:
  - a. Overall, how satisfied were you with the RTLB service in 2020 and/or 2021 during COVID-19 alert level changes
  - b. RTLB demonstrate a high level of cultural awareness when working with kura, kaiako, students and whānau
  - c. Families and whānau felt supported through RTLB involvement
4. The development of a te reo Māori version of the survey occurred for the first time to strengthen the voice of Māori medium kura and to reflect commitments of the RTLB service in line with Ka Hikitia - Ka Hāpaitia. The Department of Internal Affairs (DIA) translated the survey and representatives of Ngā Pouwhirinakitanga<sup>1</sup> checked this to ensure meanings in both surveys were consistent. Cluster managers sent both versions to Māori medium learning settings. The te reo responses were translated back into English by DIA.

## Survey 2021 response rate and demographics

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5. Cluster managers distributed the survey to 2,394 schools and kura who are eligible to receive the RTLB service. The national response rate was 48% of schools providing a total of 1,970 responses, mostly in English (1,950), with 20 completed in te reo Māori.
6. Cluster-level response rates varied from 15% to 80%; 5 were lower than 30%, 25 had response rates between 31% to 60%, and 10 were above 61%. Although a low response rate was anticipated in Auckland due to the impact of COVID-19, the reverse was true. Seven out of eleven Auckland clusters had a response rate of over 61%.
7. Respondents ranged from individuals with school leadership roles (48%) learning support coordinators and SENCOs (56%) and teachers/kaiako (35%)<sup>2</sup>. Most (1,214) worked with ākonga in years 0 to 6, some (766) with years 7 to 8, and a small number (248) with years 9 to 10.

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<sup>1</sup> Ngā Pouwhirinakitanga o Aotearoa is made up of Māori RTLB whose purpose includes to build wellbeing as Māori RTLB, share effective Māori education practice, share the use of te reo Māori and to strengthen collaboration, communication and participation of Ngā Pouwhirinakitanga across NZ.

<sup>2</sup> Respondents could list one or more roles.

## Key findings show overall satisfaction, performance, and positive outcomes

8. The results indicate RLTB clusters have successfully maintained overall service quality during the COVID-19 pandemic. However, the likely impact of COVID-19 on RLTB service is evident in the slightly lower results in 12 out of 15 of the performance and outcomes survey questions when compared to 2019 (see **Annex One**).
9. Clusters are already using their information for annual planning and service priority-setting for 2022. Cluster-level results are also useful to identify and address service variability and inconsistencies where it is an issue.

### National satisfaction results

10. Satisfaction questions focused on the quality-of-service delivery, service during 2020 and 2021, and the time it took to access services (see survey questions in **Annex Two**). 78% of respondents were satisfied or very satisfied with the quality-of-service delivery, the same as 2019. Only 9% were dissatisfied or very dissatisfied in 2021 (see **Table 1**). 65% were satisfied or very satisfied with service provision during COVID-19 in 2020 and 2021, and 13% were dissatisfied or very dissatisfied.
11. 66% were satisfied or very satisfied with the time it took to access services in 2021. This is a decrease of 2% from 2019 (68%) but still up from the 59% in 2017. This decrease in timeliness is consistent with the risks and issues clusters have been reporting to the Ministry which describe the challenges of managing service responsiveness through changing patterns of referral and need during the COVID-19 alert levels.

**Table 1: National satisfaction results**

Question	Percentage of satisfied or very satisfied responses		Percentage of dissatisfied or very dissatisfied responses	
	2019	2021	2019	2021
The time it took to access services	68%	66%	13%	14%
The quality of service-delivery	78%	78%	7%	9%
The satisfaction with service during COVID-19 alert level changes	-	65%	-	13%

### National performance results

12. The eight performance statements reflect valued ways of working within the Learning Support Delivery Model and He Pikorua (see **Annex two**). This year's performance results were slightly lower in seven of the eight areas compared to 2019, although they remain relatively high (see **Table 2**). The decline could be linked to the changing circumstances of COVID-19.
13. The new performance question regarding cultural awareness found 81% agreed or strongly agreed with the statement that "RLTB demonstrate a high level of cultural awareness when working with kura, kaiako, students and whānau".

**Table 2: National performance results**

Percentage of responses that agree or strongly agree with the statements:		
Question	2019	2021
Treated fairly	89%	89%
Were easy to work with	88%	85%
Took individual circumstances into account	87%	83%
Took a collaborative problem-solving approach	87%	82%
Did what they said they would do	86%	82%
Are competent	85%	82%
High level of cultural awareness	N/A <sup>4</sup>	81%
Good value for tax-payers' dollars	74%	71%

**National outcome results**

14. The seven outcome statements (see **Annex Two**) covered outcomes for students, teachers and schools, and families.
15. Outcome results range from 49% to 72% that agree or strongly disagreed with the statements. Table 3 shows ratings for six of the seven outcome questions were lower in 2021 than they were in 2019. Again, this is likely to be linked to the impact of COVID-19 on RTLB service and outcomes. The seventh question was new and showed 65% agreed or strongly agreed with the statement that families and whānau feel supported through RTLB involvement.

**Table 3 National outcome results**

Percentage of responses that agree or strongly agree with the statements:		
Question	2019	2021
Teachers and staff felt supported	80%	72%
Teachers and staff gained knowledge and skill	73%	68%
Improvement in students' learning and achievement	72%	65%
Families and whānau felt supported	N/A	65%
Students' participation, self-management and relationships improved	69%	63%
School strengthened inclusive practices	65%	59%
School improved systems and processes	59%	49%

## Themes from suggestions to improve the RTLB service

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16. Analysis of high-level themes from the free text survey question regarding suggested improvements showed:
- *Keep doing what works:* there was strong messaging about the value and confidence that schools have in the RTLB service. They appreciate the liaison RTLB role, focusing on flexible support based on student need, thinking outside the box and finding different ways of supporting, regular communication with cluster schools and not changing RTLBs for a school too often.
  - *Some things still need to change:* respondents identified practices, attitudes and service perceptions that need to be addressed. Examples include practices and narratives that maintain waiting times and discourage schools from referring because the RTLB are too busy; where a cluster focuses on internal issues rather than the needs of ākonga and kura; too many forms and processes; and reliance on off-the-shelf programmes rather than individualised solutions.
  - *Schools want more RTLB:* respondents wanted more staffing and funding; more service for more ākonga and kaiako; more contact time in schools and kura and time in class working with teachers and kaiako; more professional development for schools and focus on building the community of support within and across schools.
  - *Key areas for improvement:* included the need to provide more support for Māori and Pacific ākonga and their kaiako and whānau; improve service access and timeliness; address variability and inconsistency in the delivery of the service across clusters and individual RTLB; and provide better service information and improve processes.

## Findings from the reo Māori responses

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17. The low number of survey responses completed in te reo means we cannot analyse the data on its own although we did note all three satisfaction ratings were slightly higher than the combined results<sup>3</sup>.
18. The qualitative answers in te reo indicated respondents were generally satisfied with the RTLB services. There is a desire for RTLB to be culturally competent (knowledge of te reo, tikanga and people), to work in kura and with whānau, and a need for more Māori RTLB. It is important RTLB build relationships with students, understand who they are and support their needs. There is a need for more continuity and collaboration between RTLB, kura and community life, and other supports (e.g., SENCOs, LSCs).
19. This was the first time the survey has been offered in te reo. The 2022 survey will be an opportunity to strengthen the responses from Māori medium settings and to add some unique questions for these settings for different insights.

## Next steps

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20. The collated survey results will be shared with Hautū and Directors of Education, and with Lead School Principals and Cluster Managers.

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<sup>3</sup> The te reo surveys were included in the combined analysis.

21. The survey will run again in Term 3 2022. We will work to strengthen engagement of Māori medium kura at this time and increase responses for those clusters that had low response rates.

### Proactive Release

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22. We recommend that this Briefing is proactively released.

### Annexes

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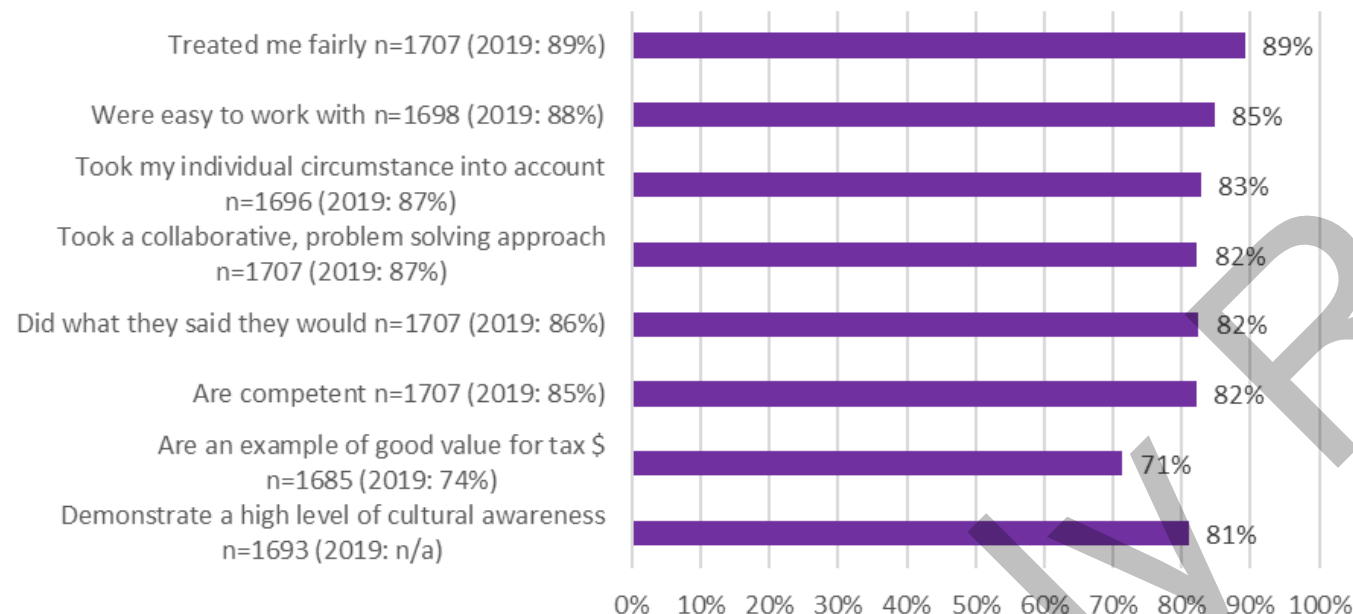
Annex One: 2021 RTLB national satisfaction survey findings  
Annex Two: 2021 National RTLB satisfaction survey in English

# NATIONAL RTLB SERVICE SATISFACTION SURVEY 2021

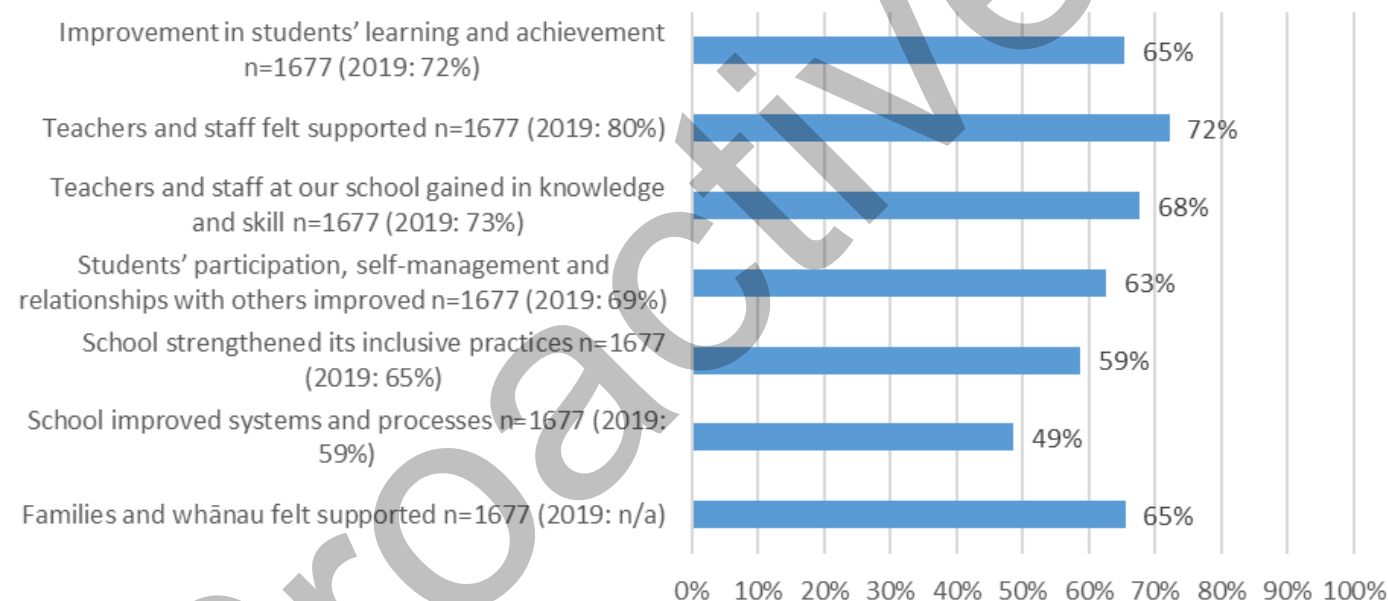
1,970 responses, 48% of all schools/kura



## Performance - % agreeing (4 or 5) that RTLB ...



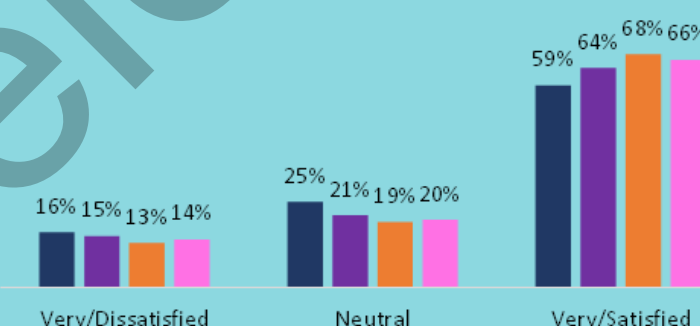
## Outcomes - % agreeing (4 or 5) that as a result of RTLB involvement...



## Overall satisfaction on 3 key indicators

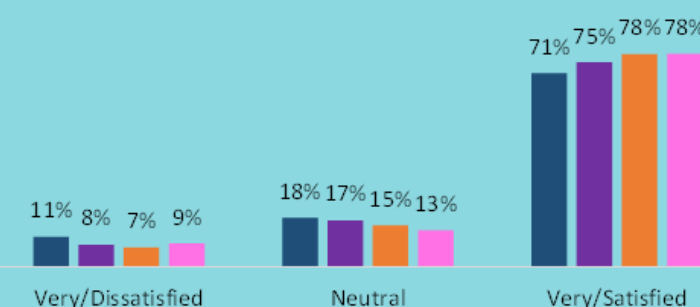
### Time it took to access services

2017 2018 2019 2021

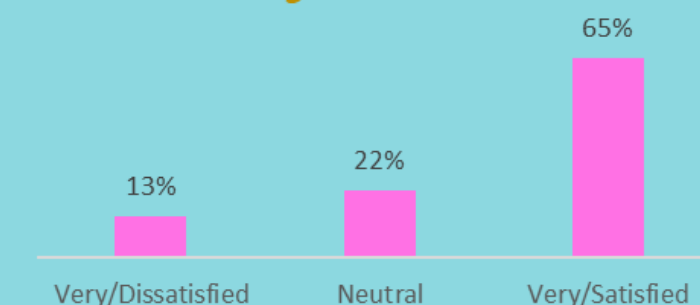


### Quality of service delivery

2017 2018 2019 2021



### Service during COVID in 2020 & 2021





# RTLB Service Provision

## RTLB National Satisfaction Survey

Survey completion instructions have been removed.

When did you last access RTLB support?	<b>Never</b> <b>Within the past week</b> <b>Within the past month</b> <b>Within the past 3 months</b> <b>Within the past year</b> <b>More than a year ago</b>
[Note; if respondent answers ' <b>Never</b> ', the survey will take the respondent straight to 'Demographics' part of the survey]	
<b>EXPECTATIONS</b>	
*Before going to RTLB for this service, what quality of service did you expect?	Very poor service 1      2      3      4      5 Very good service
<b>SATISFACTION</b>	
* Looking back, how did the service you got from RTLB compare to your expectations?	Much worse than I expected 1      2      3      4      5 Much better than I expected
What suggestions do you have that will help RTLB <b>nationally</b> to improve the service they provide?	
What suggestions do you have that will help RTLB <b>locally</b> to improve the service they provide?	
*Overall, how satisfied were you with the quality of RTLB service delivery?	Very dissatisfied 1      2      3      4      5 Very satisfied
Overall, how satisfied were you with the amount of time it took to access service from RTLB?	1      2      3      4      5
Overall, how satisfied were you with the RTLB service in 2020 and/or 2021 during COVID-19 Alert Level changes?	1      2      3      4      5
<b>PERFORMANCE</b>	
	<b>Agreement</b> Strongly disagree      Strongly agree
*RTLB were competent	1   2   3   4   5   NA
*RTLB did what they said they would do	1   2   3   4   5   NA
RTLB were easy to work with	1   2   3   4   5   NA
RTLB took a collaborative, problem solving approach to working with me	1   2   3   4   5   NA
*I was treated fairly	1   2   3   4   5   NA
*I feel my individual circumstances were taken into account	1   2   3   4   5   NA
*It's an example of good value for tax dollars spent	1   2   3   4   5   NA
RTLB demonstrate a high level of cultural awareness when working with kura, kaiako, students and whānau?	1   2   3   4   5   NA
Any additional comments or suggestions about the RTLB service.	
Do you give permission for a member of the RTLB service to contact you to discuss the information you have provided?	Yes/No
<b>OUTCOMES</b>	
	<b>Agreement</b> Strongly disagree      Strongly agree
Teachers and staff felt supported through RTLB involvement.	1   2   3   4   5   NA
The school strengthened its inclusive practices through RTLB involvement.	1   2   3   4   5   NA
There was improvement in students' learning and achievement.	1   2   3   4   5   NA

Students' participation, self-management and relationships with others improved as a result of RTLB involvement.	1	2	3	4	5	NA
Teachers and staff at our school gained in knowledge and skill as a result of RTLB involvement.	1	2	3	4	5	NA
Our school improved systems and processes as a result of RTLB involvement.	1	2	3	4	5	NA
Students' learning and achievement improved following RTLB involvement.	1	2	3	4	5	NA
Families and whānau felt supported through RTLB involvement.	1	2	3	4	5	NA
<b>DEMOGRAPHICS</b>						
What is the name of the school you work at?						
What cluster/lead school does your school belong to?	Drop down list Provide of cluster numbers and lead schools: eg Cluster 1, Kaitia Primary					
Please indicate the year level(s) of the students at your school (you may select more than one)	Years 0-6 Years 7-8 Years 9-10					
Please indicate which of the options apply to your school (you may select more than one)	Kura Kaupapa Kura a Iwi Immersion class/es Bilingual class/es Pacific immersion schools/classes N/A					
Please indicate which of the following options apply to your school?	U1, U2, U3, U4, U5, U6, U7, U8+, Do not know					
What is your role within your school? (you may select more than one)	SENCo Learning Support Coordinator Classroom teacher/Kaiako Principal Deputy/Associate principal Dean Other/(please specify)					

### Thank You

If you have any concerns or queries about this survey, please contact [RTLB.enquiries@education.govt.nz](mailto:RTLB.enquiries@education.govt.nz).

Your feedback helps us improve the support we provide. Thank you for participating!