

Application Package

Learning Support Coordinator

Clifton Terrace, Auckland Point and Hira Primary Schools Combined



Role Description

Purpose of the role

The Kāhui Ako ki Whakatū is seeking an experienced classroom teacher for our Learning Support Coordinator position. The role of the Learning Support Coordinator is to ensure young people with disability and additional learning needs have access to the services they need. They will substantively contribute to a collaborative approach that organises learning support around what best meets the needs of young people across the Kāhui Ako ki Whakatū. They will help simplify the current learning support system, particularly for the key stakeholders that interact with it, including parents and whānau.

For details about the overview of the Learning Support Co-ordinator roles, please access the following link to the Ministry of Education's information. conversation.education.govt.nz/conversations/learning-support-action-plan/learning-support-coordinators

Role Description

The LSC role is intended to be a full time, dedicated role. This role will need to be able to work with and influence the school / kura leadership team. They will also need to be able to build relationships across providers within the community of the Learning Support Delivery Model.

Our Kāhui Ako currently has 12 kura/school settings: Nelson College, Nelson College for Girls, Te Kura Kaupapa - Tuia te Matangi, Nelson Intermediate, Nelson Central School, Hira, Clifton Terrace, St Josephs, Hampden Street, Auckland Point, Lake Rotoiti & Victory Primary and link to many contributing Kindergartens and Early Childhood Centres.

There will also be strong links with the other LSC roles in the Kāhui Ako ki Whakatū.

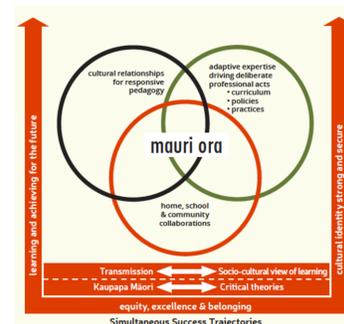
The successful candidate will demonstrate the following values:

Cultural relationships that involve:

- whānau type relationships that demonstrate we care for our learners and have high expectations for their learning
- understanding whakapapa and knowing who our learners are; their cultural experiences and prior knowledge are foundational to their identity as learners
- promoting a common vision or kaupapa that is focused on the potential of 'all' learners to thrive in the education system without compromising who they are.

Adaptive expertise positions educators to :

- make the most of the 'learning opportunity - adapting and developing teaching as students engage and interact with the learning
- plan a personalised pathway for every learner, and a personalised response to every learning need and aspiration
- make more deliberate choices about how they will implement curriculum, policies and practices

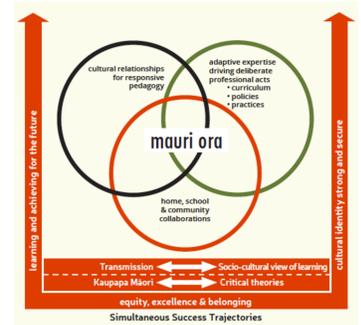


Home School and Community Partnerships :

In a context where power is shared, the principle of ako - reciprocal learning and teaching – becomes fundamental to developing collaborations that will work for both groups.

Collaborations such as these are:

- reciprocal and mutually respectful
- multi-dimensional and responsive to the needs and potential of the community
- ongoing, and share information between both groups
- prioritised and embedded in school charters and strategic documents
- strategic and focused on helping parents to support their children's learning



Role requirements

To be considered for the position, applicants will be registered teachers, with a current practising certificate and relevant teaching qualification. They will also have:-

- demonstrated successful experience in working with and including young people with learning support needs in the classroom
- a sound knowledge, commitment to, and understanding of the learning support system and the Learning Support Action Plan priorities
- the ability to engage at an ECE/ school/ kura and Kahui Ako leadership level
- influencing skills to work within our school and the Kāhui Ako ki Whakatū
- understanding of te ao Māori
- met professional standards relevant to their current position.

Role functions

The functions of the LSC role have been grouped so that they focus on five key groups of stakeholders in order to meet learning support needs ...

1. support students through building an inclusive ECE/ school/ kura and Kāhui Ako ki Whakatū environment where all students participate, progress and make successful transitions;
2. support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services;
3. support for parents / whānau and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed;
4. work with other LSCs across the cluster, and connect with the Learning Support Facilitator and wider agencies, such as Oranga Tamariki—Ministry for Children, to access services and resources to support learners;
5. work with and influence the school / kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.

While the LSC role will focus on all five stakeholder groups, how many and how much of the associated functions are undertaken by the LSC will depend on the needs and context of the schools / kura and early learning services in a cluster.

Job Description Details

Focus Areas / Tasks	Outcomes
<p>Support students through building an inclusive school / kura and Kāhui Ako environment where all students participate, progress and make successful transitions</p>	<ul style="list-style-type: none"> ● Supporting the development of an inclusive environment in the cluster for all students and help create a common understanding of what this means; ● Working with classroom teachers, other professionals and parents / whānau to identify student’s needs early and respond in a timely manner with the right support; this will involve identifying students with academic, behaviour, social, health and physical needs. ● Occasionally working with individual students to provide direct support where appropriate; ● Ensuring a Learning Support Register of students’ needs (at school and Kāhui Ako levels) is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed; ● Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan; ● Contributing to learning support system improvements, including smooth transitions for learners from early learning into school, between year levels, into secondary school, and into further education, training or work.
<p>Support kaiako/teachers in ECE, schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services and tertiary providers</p>	<ul style="list-style-type: none"> ● Contributing to the identification of learning support needs across the ECE/ school/ kura and Kāhui Ako through the provision of tools and advice to teachers; ● Providing the learning support team with evidence-based strategies, practices, and guidance about what will make a difference for their students; ● Embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared; ● Working with the learning support team (teachers and teacher aides, SENCOs, gifted coordinators, and other professionals) to develop its capability through training and professional development; ● Working with the learning support team to decide on the best use of available learning support resources to meet the needs of children and young people; ● Providing kaiako/teachers across the Kāhui Ako with clear avenues to seek additional advice on meeting the learning support needs of all students.

<p>Support for parents and whānau to partner successfully with their ECE/ school or kura and develop an understanding of learning support processes and who to contact if needed</p>	<ul style="list-style-type: none"> ● Ensuring parent, whānau and student voice is heard and represented when the ECE/ school/ kura is making decisions about learning support; ● Providing parents and whānau with access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children; ● Leading ECE/ school/ kura-wide engagement and communication with parents and whānau of students with learning support needs; ● Helping kaiako/teachers build capability and confidence in working in partnership with parents / whānau and whānau, and working directly with parents / whānau on more complex or disputed matters.
<p>Work with other LSCs across the Kāhui Ako, and connect with the Learning Support Facilitator and wider agencies, such as Oranga Tamariki—Ministry for Children, to access services and resources to support learners</p>	<ul style="list-style-type: none"> ● Using the learning support register and assisting with planning to meet needs as students move through the system; ● Working with LSCs across the Kāhui Ako and the Ministry’s Learning Support Facilitator to build a strong learning support network across a range of providers and agencies; ● Developing expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support; ● Collect information for research and evaluation purposes to assist the Ministry of Education and school/kura with the development of the LSC role and the LSDM.
<p>Work with and influence the school / kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress</p>	<ul style="list-style-type: none"> ● Providing regular reporting, drawing on the learning support register, to the school / kura and kahui ako leadership about student numbers, needs and trends regarding learning support; ● Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals; ● Raising learning support related issues that require leadership involvement in order to resolve; ● Influencing school wide system and resource decisions to support students with learning support needs; ● Helping to create shifts toward earlier intervention and group delivery of LS services.

Professional knowledge, relationships, values and engagement

Domain: Professional Knowledge in Practice – Ako		
Focus Area	Broad Standards	Applicant Demonstrates Successful Practice and Understanding of ...
Bicultural knowledge and practice	Supports the development of expertise across the school and/or cluster in learning support in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved outcomes for Māori students	Implications and applications of the Treaty of Waitangi in New Zealand school settings; Māori enjoying and achieving educational success as Māori; Working collaboratively on bicultural initiatives.
Planning for success	Promoting evidence-based strategies, practices, and inquiry processes to plan, implement and review effectiveness in progressing school / kura goals to improve outcomes for diverse (all) students	The development of systems and processes that result in improved outcomes for diverse (all) students particularly for those requiring additional support, or accelerated opportunities.
Effective learning support knowledge about what works best	Helps to develop and implement strategic change across a school/Kāhui Ako with the current and relevant research evidence to support the learning and progress of every student in ways that recognise their identity, language and culture	Leading change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve in ways that recognise their identity, language and culture.
Professional Learning	Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence. Works collaboratively to enhance capabilities to improve teaching, and learning outcomes for diverse (all) students	Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others; monitor progress towards goals; Leading collaborative professional learning approaches that improve outcomes for diverse (all) students.

Person Specifications

The successful applicant will need to be able to demonstrate that they:

- have a high level of moral integrity
- have well-developed people skills and a commitment to relationship building
- are a team player and can work with a range of staff, students, school support agencies and personnel, either independently or in conjunction with others.
- are flexible in their work routines and their approach to change management
- have initiative, a solutions focused attitude and can problem solve successfully
- have a growth mindset
- have a significant level of ICT skill
- have a full, current, driver's licence and a reliable vehicle.

Terms and Conditions:

- Remuneration will be determined by their position on the salary scale, as set in the relevant teacher collective agreements.
- A training and induction programme will be provided by the Ministry of Education.
- Travel and networking grant
- Non-teaching office/workspace

To help you consider this role we are providing:

- This Job Description and Person Specification
- An Application Form (attached)

How to apply:

Applications close at 12 noon Monday 17 August, 2020. Applications, with a CV and covering letter, should be **emailed** to Rob Wemyss, at robw@cliftontce.school.nz

For further information or any questions regarding this vacancy please feel free to contact Rob Wemyss, Clifton Terrace School, phone 03 5450532.

Timeline for the appointment

Advertising the vacancies	Gazette Advertisement Monday 3 August, 2020
Closing date for Applications Shortlisting and request for further information	12 noon Monday 17 August, 2020 By Monday 24 August, 2020
Interviews The Selection panel will include a representative of the kahui ako. The Selection Panel reserves the right to conduct a second interview if required.	Friday 28 August
Offer of Appointment to successful candidate	On or before Friday 4 September, 2020.
Commencement of Learning Support	As soon as possible after the appointment date but preferably

Coordinator responsibilities.

beginning of Term 4, 2020.