



## Archdiocese of Brisbane Catholic Education

### Role Description Support Teacher (Inclusive Education)



## 1.0 POSITION TITLE

Support Teacher (Inclusive Education)

## 2.0 PURPOSE AND SCOPE OF POSITION

### 2.1 PURPOSE OF POSITION

To work in collaborative partnerships to achieve educational outcomes for all students by developing a whole school/college commitment to inclusive practices in an evolving educational environment.

### 2.2 SCOPE OF POSITION – KEY RESULT AREAS

2.2.1 Broader areas of whole school/college curriculum and pedagogy are incorporated within inclusive practices and outcome-based education.

Specific curriculum and pedagogy to meet diverse student, classroom, school/college and community needs are developed.

2.2.2 Intervention frameworks that incorporate the following practices and processes are facilitated:

- identifying and assessing
- teaching
- coaching
- demonstrating and modelling teaching strategies
- modifying materials and/or changing how instruction is delivered – by varying mode or structure
- aligning programs between school/college and home
- employing technology support.

2.2.3 Skills and knowledge are shared through professional development, consultation and advice are shared at the:

- individual level
- classroom level
- whole school/college level

2.2.4 Mapping and planning includes:

- constructive evaluating and reporting
- analysing and interpreting
- determining action
- accessing resources and development opportunities
- determining a sound pedagogical approach
- monitoring and tracking outcomes

2.2.5 Professional expertise in a dynamic and evolving educational environment is maintained.

### **3.0 STATEMENT OF RESPONSIBILITY**

Catholic Schools of the Archdiocese of Brisbane are committed to inclusive education and strategic renewal principles and practices that support students with diverse support needs within a whole school/college curriculum.

The Support Teacher (Inclusive Education) participates through a range of professional roles in the effective development of educational programs based on:

- the diverse needs of students
- the centrality of the classroom teacher as the coordinator of students' teaching and learning needs
- a knowledge of teaching and learning principles and practices that enable students to access the curriculum
- authentic consultation with students, parents and relevant others about the impact of the student's ability to access the curriculum and achieve learning outcomes
- an understanding of the organisational structures and processes required to engage students in learning.

The Support Teacher (Inclusive Education) has key partnership responsibilities together with the school/college leadership, teachers, parents, consultants and other professionals, in fostering a school/college culture that enhances the educational outcomes for all students.

The principles of inclusive education will provide the flexibility to respond to the diverse needs of students as required at any given time.

The Support Teacher (Inclusive Education) operates under the direction of the Principal with professional networking and support links to other BCEO key personnel

### **4.0 EXAMPLES OF ACTIVITIES UNDERTAKEN AND/OR SERVICES PROVIDED**

#### **4.1 Demonstrated knowledge and skills to shape specific curriculum and pedagogical approaches within general curriculum frameworks**

*Enabling functions and activities:*

- 4.1.1 Derive from the general curriculum, teaching and learning strategies that integrate a range of information and communication technologies to promote and enhance student learning.
- 4.1.2 Collect relevant information from a variety of sources; analyse and interpret assessment data; and use archdiocesan and school-based procedures eg. Enrolment Application and Support Procedures for students requiring significant educational adjustments; Education Adjustment Program (EAP); Individual Educational Planning and Review; Individual Transition Support; Consultative support teams needs to align
- 4.1.3 Employ appropriate diagnostic assessment to determine individual student patterns of strengths and educational needs.

- 4.1.4 Define and articulate in partnership with teachers and relevant others, the specific needs, goals, outcomes and common understandings of learners with individual needs.
- 4.1.5 Analyse and interpret information and ask relevant questions to assist in the identification of the specific needs of learners to inform others within the partnership.
- 4.1.6 Identify specific strategies of focused instruction that connect to earlier interventions.
- 4.1.7 Use a systematic record of interventions and outcomes achieved to monitor students' development.
- 4.1.8 Critically reflect on teaching practices as an individual, a partner and a team member, to encourage and support reflective practice.

*Enabling Roles:* Explicit Definer and Astute Identifier.

## **4.2 Facilitation of meaningful outcomes for students, parents and teachers through intervention frameworks.**

*Enabling functions and activities:*

- 4.2.1 Negotiate a whole school/college approach to inclusive practices that recognise and cater for learners with individual needs.
- 4.2.2 Promote effective teaching of learners with individual needs through the implementation of programs/plans and strategies to achieve successful teaching and learning outcomes.
- 4.2.3 Consult appropriately to address the concerns of parents, teachers and school/college leaders within the local and broader communities.
- 4.2.4 Engage in a collaborative framework at a whole school, within consultative teams, and with individual teachers, parents and students.
- 4.2.5 Partner with class teachers, school officers and where appropriate parents, and other professionals, to design teaching and learning goals that reflect outcomes derived from classroom planning.
- 4.2.6 Use an appropriate selection of assessment tools to gather and interpret results and assist in the evaluation of program/resources to enhance successful teaching and learning outcomes.
- 4.2.7 Use teaching strategies in a variety of learning environments (by modeling, scaffolding, team teaching, peer support and follow-up practice activities) that are based on explicit instruction derived from the general curriculum.
- 4.2.8 Monitor effectiveness, reflect on pedagogical practice and communicate outcomes.

*Enabling roles:* Reflective/Supportive Teacher, Skilled Negotiator and Comprehensive Monitor.

#### **4.3 Sharing of skills and knowledge through professional development, consultation and advice.**

*Enabling functions and activities:*

- 4.3.1 Demonstrate appropriate respect and confidentiality in all aspects of the role.
- 4.3.2 Develop innovative decision making strategies to meet the needs of a diverse community of learners.
- 4.3.3 Disseminate information and knowledge about the curriculum and specific pedagogical strategies to facilitate learning outcomes for students.
- 4.3.4 Contribute to the effective functioning of professional teams.
- 4.3.5 Contribute to learning communities and other professional networks.
- 4.3.6 Negotiate for appropriate resources to support curriculum and pedagogical initiatives.
- 4.3.7 Partner with others towards negotiated outcomes by providing support and constructive feedback.

*Enabling roles:*            *Innovative and Holistic Developer*

#### **4.4 Mapping and planning.**

*Enabling functions and activities:*

- 4.4.1 Evaluate programs and resources used to enhance successful educational outcomes for students.
- 4.4.2 Work in partnership with other relevant personnel to gather, process and interpret information to make informed judgements and decisions.
- 4.4.3 Liaise with teachers and relevant others to plan, develop, implement and evaluate appropriate curriculum and pedagogy.
- 4.4.4 Utilise the knowledge of, and access to, necessary and relevant agencies to assist with collaborative planning.
- 4.4.5 Evaluate resources in partnership with school/college leaders to provide appropriate and equitable support across the school community.
- 4.4.6 Maintain accurate records of plans and interventions.
- 4.4.7 Track and report on student learning outcomes using a variety of tools including technology.

*Enabling roles:*            *Comprehensive Planner and Skilled Evaluator.*

#### **4.5 Maintaining professional expertise in a dynamic and evolving context.**

*Enabling functions and activities:*

- 4.5.1 Commit to professional practice by meeting ethical, accountability and professional requirements.
- 4.5.2 Evaluate duties and conduct timely reviews with the Principal within the broader goals of the school/college to ensure priorities are agreed upon and balance of personal and work related goals are met.
- 4.5.3 Seek to understand future challenges and their likely impact on teaching and learning and develop strategies to address these impacts.
- 4.5.4 Maintain high levels of professional expertise through active involvement in professional development and networking activities.
- 4.5.5 Work with other support teachers, consultants and relevant professional personnel to assess, implement and monitor innovative ideas and practices.
- 4.5.6 As a lifelong learner, review current practice (in the light of new knowledge and skills) and plan for future contingencies.

*Enabling roles:*                      Dynamic Learner and Change Manager.

#### **5.0 Authority Limits**

Full authority is delegated by the Executive Director, through the Principal, to produce the required outcomes. The Support Teacher (Inclusive Education) is responsible to the Principal in day to day activities.

#### **6.0 Reporting and Other Relationships**

- 6.1 The Support Teacher (Inclusive Education) has a direct reporting relationship with the Principal or his/her delegate.
- 6.2 Professional support is provided by the Senior Education Officer and by the Consultant – Inclusive Education
- 6.3 Other significant relationships exist, both within and beyond the school/college community.

##### **6.3.1 Within School/College Community:**

Students, teachers, teacher assistants, parents, volunteers, school leadership team, school middle management personnel and Guidance Counsellors.

##### **6.3.2 Beyond School/College Community:**

Catholic Education Centre personnel, other support teachers, other agencies, professional associations.