

Catholic Education Archdiocese of Brisbane

POSITION STATEMENT

SUPPORT TEACHER – INCLUSIVE EDUCATION



**Brisbane
Catholic
Education**

teaching • challenging • transforming

This Position Statement documents ways in which a Support Teacher – Inclusive Education may enact their role and is to be read in conjunction with the document entitled Role Description – Teacher which is the overarching Role Description for all Teachers within Catholic Education Archdiocese of Brisbane

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POSITION STATEMENT

1 POSITION TITLE

Support Teacher – Inclusive Education

2 PURPOSE OF POSITION

The purpose of the Support Teacher – Inclusive Education is to support the school and teachers to meet the specific learning needs of students across the full range of abilities. Support Teachers – Inclusive Education use the principles of inclusive education to provide flexibility to respond to the diverse needs of students within Brisbane Catholic Education (BCE) school communities.

3 KEY RESULT AREAS

In partnership with colleagues and through the support of the Archdiocese of Brisbane the Support Teacher – Inclusive Education in a Catholic school is required to:

Mission/Ethos

- Demonstrate an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church

Professional Practice

- Apply knowledge and skills to shape pedagogical approaches within the Excellent Learning and Teaching Moving Forward strategy 2017-2020 to cater for the diverse learning needs of all students
- Oversee and deliver a range of mapping and planning functions to support the delivery of inclusive education practices that are data-informed and evidence-based
- Share skills and knowledge through collaborative practice, professional learning, consultancy coaching, co-planning, co-teaching, co-debriefing, and co-reflecting

Professional Engagement

- Facilitate meaningful outcomes for students, parents and teachers through collaborative processes
- Share skills and knowledge through professional development, consultation and advice

Professional Learning

- Maintain professional expertise in a dynamic and evolving context

4 STATEMENT OF RESPONSIBILITY

Catholic Schools of the Archdiocese of Brisbane are committed to inclusive education and the principles of the Brisbane Catholic Education Strategic Plan 2017-2020.

The Support Teacher - Inclusive Education has key partnerships with stakeholders such as parents/caregivers, students, school leadership, classroom teachers, Guidance Counsellors, Primary Learning Leader, Consultants/Education Officers and other professionals e.g. speech pathologists and visiting teachers in fostering a school culture that improves the educational outcomes for all students.

The Support Teacher - Inclusive Education is committed to:

- equity and excellence for all students, and entitlement to learning for all students
- the centrality of the classroom teacher as the facilitator of student learning
- understanding and demonstration of BCE's Learning and Teaching Framework that enables students to access and successfully progress in their learning
- authentic consultation with teachers, students, parents and other stakeholders about providing reasonable adjustments to enable students to access the Australian Curriculum P-10, the Queensland Curriculum and Assessment Authority (QCAA) curriculums for Senior Years and the BCE Religion curriculum
- support implementation of the Excellent Learning and Teaching Moving Forward strategy 2017-2020.

5 SCOPE OF THE POSITION

The role of the Support Teacher – Inclusive Education is fulfilled in both part-time and full-time capacities in Brisbane Catholic Education schools.

MISSION/ETHOS

Demonstrate an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church

Examples may include:

- collaborate with others in support of the ethos and mission of the Catholic school to bring about the integration of faith, life and culture
- contribute to the development of the whole person in an environment permeated by gospel values
- support and participate in the religious life of the school
- establish positive relationships including engagement in the pastoral care of students and supporting their spiritual and moral development
- establish a welcoming environment which facilitates both recreational and formal learning and equitable access.

PROFESSIONAL PRACTICE

Apply knowledge and skills to shape pedagogical approaches within the Excellent Learning and Teaching Moving Forward strategy 2017-2020 to cater for the diverse learning needs of all students

Examples may include:

- collect, analyse and interpret data to inform a teaching and learning response to students' learning needs
- assess student learning needs to provide advice and support to classroom teachers
- participate in and/or lead personalised education planning and support for whole-class planning for students with diverse learning needs in partnership with teachers, parents, and students
- provide additional in-class targeted teaching support in partnership with classroom teachers to support personalised learning

- in collaboration with classroom teachers, provide Strategic and Intensive teaching responses for identified students after Effective and Targeted teaching and cycles of Review and Response
- in partnership with class teachers, facilitate the development of personalised curricular, environmental, and instructional adjustments to support students to access the Australian Curriculum P-10, the Queensland Curriculum and Assessment Authority (QCAA) curriculums for Senior Years and the BCE Religion curriculum.

Oversee and deliver a range of mapping and planning functions to support the delivery of inclusive education practices

Examples may include:

- demonstrate a high level of proficiency with BCE's Effective and Expected practices to inform and support a teaching and learning response
- engage with High Yield strategies as named in Effective and Expected practices to move student learning forward
- analyse student learning data including the Literacy and Numeracy monitoring tools and other sources of BCE data to inform curriculum planning and a teaching response
- liaise with teachers and other stakeholders to plan, develop, record, implement, support and evaluate personalised teaching and learning responses to students' needs
- case management and maintenance of accurate student records for students with diverse learning needs.

PROFESSIONAL ENGAGEMENT

Facilitate meaningful outcomes for students, parents and teachers through collaborative processes

Examples may include:

- promote effective teaching practices through support of the Excellent Learning and Teaching Moving Forward 2017-2020 strategy
- participate in and/or lead school support team processes which provide quality assurance of verification processes under the Educational Adjustment Program (EAP), and Nationally Consistent Collection of Data (NCCD)

- participate in and/or lead BCE policies and procedures related to students with diverse learning needs
- collaborate with Guidance Counsellors, Speech Pathologists, and visiting teachers in verification processes and personalised planning for students with disability
- share specific knowledge of current policies, processes and guidelines relating to students with diverse learning needs
- engage in consultation and collaboration with all stakeholders to maximise students' access to the Australian Curriculum P-10, the Queensland Curriculum and Assessment Authority (QCAA) curriculums for Senior Years and the BCE Religion curriculum
- engage collaboratively with classroom teachers, parents, students and other stakeholders to generate and document learning goals and teaching strategies underpinned by the Model of Pedagogy
- demonstrate Effective and Expected practices through engagement in co-planning, co-teaching, co-debriefing, and co-reflecting
- provide professional advice to maximise students' access to and participation in the curriculum within the Excellent Learning and Teaching Moving Forward strategy 2017-2020.

Share skills and knowledge through professional development, consultation and advice

Examples may include:

- demonstrate respect and confidentiality in all aspects of the role
- develop innovative decision making strategies to meet the needs of a diverse community of learners
- disseminate information and knowledge about the curriculum and specific pedagogical strategies to facilitate learning outcomes for students
- contribute to the effective functioning of professional teams
- contribute to learning communities and other professional networks
- negotiate resources to support curriculum and pedagogical initiatives
- partner with others towards negotiated outcomes by providing support and constructive feedback.

PROFESSIONAL LEARNING

Maintain professional expertise in a dynamic and evolving context

Examples may include:

- collaborate with other Support Teachers – Inclusive Education, Consultants/Education Officers, and other professionals to support, implement, monitor and evaluate innovative ideas and practices
- collaborate in professional learning teams to provide classroom teachers with a range of strategies and adjustments to improve the learning progress for each student.

6 AUTHORITY LIMITS

Full authority is delegated by the Executive Director, through the Principal, to produce the required outcomes.

7 REPORTING AND OTHER RELATIONSHIPS

The Support Teacher – Inclusive Education is responsible to, and reports on all aspects of the role to the Principal.

Professional support is provided by the Consultant/Education Officer – Inclusive Education in consultation with the Principal.

Relationships of significance exist with other teaching professionals, specialist staff, School Officers, parents, school leadership teams, Guidance Counsellors, Brisbane Catholic Education Office (BCEO) personnel, professional associations and agencies.

Archdiocese of Brisbane

ELIGIBILITY CRITERIA

SUPPORT TEACHER – INCLUSIVE EDUCATION

Eligibility Criteria:

Applicants applying for the position of Support Teacher – Inclusive Education in a Brisbane Catholic Education school must meet the following eligibility criteria:

- willingness and commitment to support the mission and ethos of Catholic education
- hold current registration with the Queensland College of Teachers
- be eligible to work in Australia for the duration of the appointment

Desirable Criteria:

- teaching experience of at least 5 years
- hold Post Graduate qualifications in a relevant discipline e.g. Inclusive Education as recognised by Brisbane Catholic Education

DUTY STATEMENT

Duty Statements are optional but can be used by the Principal and roleholder to allow differential levels of role enactment to suit the particular school context.