

Inclusive Education – Case Manager

Role Description

Case management of a Year Level supporting verified and LD students and teaching 3 classes supporting students with Literacy and Numeracy challenges.

This involves

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.

- 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 to support the delivery of inclusive education practices.

- 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

- 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.

- 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.

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