LEARNING SUPPORT TEACHER - LITERACY AND NUMERACY
FACULTY OF DIFFERENTIATED LEARNING

ROLE STATEMENT

Lourdes Hill College is a place of educational expertise and sound learning procedures where individual differences and potential of each student are respected. Young women are given the opportunity to pursue academic excellence and personal fulfilment in a culturally rich environment. They are encouraged to seek for truth and human wisdom enlightened by Christian values within a service learning framework.

The Learning Support Teacher - Literacy and Numeracy is a committed classroom teacher, role modelling enthusiasm, exemplary learning and teaching pedagogy, and professional collaboration with and support for the College Leadership Team in the implementation of the College Strategic Directions. The Learning Support Teacher - Literacy and Numeracy is accountable to the Principal through the Faculty Head of Differentiated Learning.

The Faculty of Differentiated Learning provides a cohesive approach to the provision of support to students in four key areas:

- Literacy Development
- Numeracy Development
- Indigenous Student Development
- Mentoring of High Achievers

In collaboration with and under the guidance of the Head of Faculty of Differentiated Learning, The Learning Support Teacher makes a significant contribution to the design and implementation of support programs in Literacy and/or Numeracy Development aligned with the Faculty of Differentiated Learning:

- designs and implements programs to address the special learning difficulties of individual students in literacy and numeracy.
- focuses on teaching and learning of students according to the LHC Learning Framework that is based on the Dimensions of Learning curriculum model.
- actively promotes and nurtures a College culture and Faculty vision of planned support for both students who experience learning difficulties and also for high achieving students.
- designs and implements processes to identify students who require literacy and numeracy support
- strives to establish positive, supportive relationships which empower students to access literacy and numeracy support, and establish ongoing communication with their parents.
- reflects on teaching of students who require literacy and numeracy support with a view to ongoing improvement of practice across all areas of curriculum.
maintains and models up to date knowledge of curriculum, theories on learning and appropriate assessment programs
mentors and supports other teachers working with students who require literacy and numeracy support.
contributes to the professional development of staff regarding strategies to provide literacy and numeracy support to students
 Actor out administrative and organisational tasks efficiently and consistently
carries out duties associated with differentiated learning as directed by Head of Faculty.

Duty Statement:
In collaboration with, and under the guidance of, the Head of Faculty of Differentiated Learning, the Learning Support Teacher - Literacy and Numeracy:

Supports and implements the vision and ethos of the College
- to gain a thorough knowledge of and alignment to the ethos of the College as expressed in the Mission Statement and Strategic Directions 2011 – 2015

Supports and implements the vision and ethos of the Faculty of Differentiated Learning
- contributes to staff processes and practices to nurture teamwork and effective communication within the Faculty of Differentiated Learning.
- contributes to staff processes and practices to ensure learning spaces in the Faculty of Differentiated Learning are dynamic and inclusive for all students receiving support.
- contributes to the processes associated with design and implementation of Educational Adjustment Plans and Individual Support Plans
- contributes to the maintenance of records on the progress of individual students over time
- contributes to the preparation of reports to parents on student achievement in special programs
- contributes to the process of referral of students to the College Educational Psychologist for higher level testing.

Promotes a College focus on teaching and learning of students requiring literacy and/or numeracy support
- to teach students in whole class and withdrawal programs
- to model learning of literacy/numeracy skills by students
- to encourage all students to develop literacy/numeracy skills
- to collaborate with other staff in planning schedules of activities for students requiring literacy/numeracy support
- designs and implements processes to identify students who require literacy/numeracy support including initial testing of student skills.
- supports teachers with students in their classroom who require literacy/numeracy support
- advising teachers on classroom strategies and organisation to ensure that an effective teaching environment is established for students requiring literacy/numeracy support
- consultation with the Faculty Head of English and/or Faculty Head of Maths regarding literacy/numeracy support programs
- to actively engage in short and long-range curriculum planning of literacy/numeracy support programs
Strives to motivate students to learn and to establish positive, supportive relationships which empower students

- to help students to develop positive self-concepts within their program of literacy/numeracy support
- conferencing with individual students and in small groups about their progress, aims and projects
- to motivate by constructive feedback and praise for students receiving literacy/numeracy support
- to be responsive to the differing learning styles of students who require literacy/numeracy support
- to develop learning activities that are effective and interesting to students who require literacy/numeracy support
- to motivate students who require literacy/numeracy support to participate constructively in class discussions and activities

Monitors student performance and progress

- supporting teachers with students in their classes who receive literacy/numeracy support, collecting and monitoring data about these students in order to measure their progress
- communicate progress to parents of students who receive literacy/numeracy support

Maintains and models up to date knowledge of curriculum, theories of learning and assessment programs

- to seek out opportunities for professional development to enhance curriculum knowledge and teaching skills in relation to teaching students who require literacy/numeracy support.
- mentor and support teachers with students in their classes who require literacy/numeracy support.