

TE RŪNANGA O NGĀTI RĒHIA TRUST

JOB DESCRIPTION

JOB TITLE

Alternative Education Programme Coordinator

PURPOSE

This role will provide taitamariki with an excellent and highly engaging educational programme based on their Collaborative Action Plans (CAP) or Individual Learning Plans (ILP). For this position, it is also an advantage to have relevant teaching experience, understanding of the New Zealand Curriculum, and the capacity to help ākonga with fundamental literacy and numeracy abilities.

There are 4 key areas of responsibility for AE Programme Coordinators:

- Responsibility for the overall design of the programme.
- Responsibility for ongoing programme design, maintenance, and improvement
- Responsibility for monitoring the programme in operation.
- Responsibility for the effective coordination of team members who contribute to the design and delivery of the programme.

KEY REQUIREMENTS

- Recognize that education can offer a pathway forward and recognize the oftentimes complex needs of vulnerable and at-risk youth.
- Teaching, mentoring young people, or providing professional development programmes.
- Being open to working with young people who have a variety of needs or behaviours.
- To actively take part in and promote cultural traditions that help students connect with their identity, language, and culture, especially Māori and Pasifika youth.
- Build trusting relationships with the parents, whānau, or other caregivers and successfully communicate with them about their child's attendance, accomplishments, and/or behaviours that affect learning.
- To effectively engage taitamariki, be solution-focused, adaptable, creative, and inventive.
- Can operate individually or as part of a team and is organised when it comes to any administrative and record-keeping needs.

SPECIFIC DUTIES & RESPONSIBILITIES

- Alternative Education (AE) Transitions for students transferring from Mainstream to Alternative Education programmes, and liaison meetings with whānau and enrolling school.
- Writing of the yearly Pedagogical Leadership Plan with Pouārahi that reflects ākonga identity, language, and culture.
- Pastoral and wraparound support of ākonga
- Reporting to Pouārahi of Te Rūnanga o Ngāti Rēhia about happenings, weekly.
- Assist with transportation of ākonga between the centre, school and home door-to-door and during community-based instruction.

Moving Into Alternative Education (AE)

- Ensures the AE provides a safe and healthy environment for learning.
- Acknowledges a request for support into AE.
- Manage AE placements.
- Conduct enrolment interview and induction process with Pouārahi.
- Develop ILP (CAP) with student, whanau and enrolling school.
- Reviews information and facilitates suitable programmes and available supports.
- Supports continued access to specialist services e.g. learning support.

Moving Through AE

- Monitors student progress and needs.
- Reviews and updates ILP regularly with student whānau and enrolling school.
- Programmes are systematically planned and content includes coverage of the National curriculum and the implementation of Correspondence School courses undertaken,.
- Supports ākonga to participate in extra-curricular, in-school curriculum, cultural and sporting opportunities.
- Supports ākonga to access the services and resources from their enrolling school e.g. health services and others (where applicable)
- Coordination of wrap around support for whānau as needed.

Moving On From AE

- Reports to enrolling school when ākonga move on from AE.
- Facilitates and supports transition planning.
- Monitors ākonga progress against transition plan developed.
- Notify the enrolling school that a non-enrolment notification is required if ākonga disengage from AE.
- Participate in termly case conference meeting with Pouarahi to review student progress where an extension beyond age 16 has been granted.

KEY FOCUS AREAS INCLUDE:

Work with ākonga to develop Individual Learning Plans (ILPs) or Collaborative Action Plan (CAP). At a minimum, an ILP must include:

- Numeracy and literacy goals at a level appropriate for the student
- Wellbeing goals (health, social, behaviour)
- Career competencies and/or vocational goals which support effective transition.
- Measures to ensure a regular review and update.

KEY PERFORMANCE INDICATORS

Student outcomes:

- Students show signs of meaningful progress during their time in AE.
- Students are engaged and enjoy learning,
- Students are achieving in national qualifications (age 14+)
- Whānau are satisfied with their child's achievement.
- High priority given to achievement in literacy and numeracy.
- Planning in literacy and numeracy is appropriate for meeting the specific requirements of each student.
- Students are healthy with any significant social or health issues supported by appropriate agencies.

GENERAL DUTIES & RESPONSIBILITIES

- Be punctual and work the hours and times specified.
- Prioritize workload to ensure work of the greatest importance to the business is undertaken with urgency and to a high standard.
- Support and help develop a positive workplace culture.
- Demonstrate excellent interpersonal communication skills.
- Responsibly manage all business resources within accountability levels.
- Undertake all duties and responsibilities outlined in this job description and all other duties as required by the business.
- Comply with all employment obligations.
- Promptly undertake to complete all reasonable and lawful instructions and directions given.
- Serve the business in good faith, promoting and protecting the business's best interests.
- During work time, and such other times as may be reasonably required, dedicate all effort to the execution and fulfillment of the duties, responsibilities, obligations, and instructions related to employment.
- Demonstrate through own actions a commitment to Health and Safety at work when undertaking work or observing others in the workplace.

SKILLS, EXPERIENCE & EDUCATION

- Previous experience working with taitamariki/rangatahi and/or experience in the education sector an advantage.

- Ability to develop and evaluate child appropriate programmes and activities.
- Community knowledge of Te Riu o Ngāti Rēhia.
- Excellent oral and written communication skills.
- Excellent organisational and planning skills.
- A full clean NZ driver's license.
- Work effectively within a team but able to work independently.
- Strong all round IT based skills, with sufficient knowledge of Word, Excel, & Outlook.
- Competent in Te Reo Māori, and Tikanga Māori.
- Clear Police Vetting Check.