

Reo Rua Support / Community Kaimahi Job Description

Job Title:	Reo Rua Support / Community Kaimahi Job Description
Responsible to:	Te Ao Maori Learning Area Leader. Senior Leader responsible for Maori Learners' development of bilingual education.
Working Relationships:	- Principal, Associate Principals and Senior Leadership Team. - Behavioural Specialist Teacher - Pastoral (Whanau Leaders) and Hauora teams.
Purpose of the Position:	This role will support Te Ao Haka, Te Reo Māori and our Ako and Advisory Haemata classes by supporting and delivering Te Ao Māori kaupapa. This role will also be part of the intervention team, focusing on attendance and strategies to best engage learners and their families with the College.

Professional Responsibility:

Key Areas	Key Responsibilities	Desired Outcome
School-wide Leadership	- Contribute to and actively support school policy decisions, strategic goals and plans, including innovative ways to develop and deliver our school vision. - Honour the treaty and share our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand. Model and guide staff in the use of reo rangatira within everyday school contexts. - Serve as a positive role model to the school community and encourage staff and students to participate in school activities. - Ensure the health and safety of our learners are top of mind, and notify the appropriate person or people if there are concerns. Comply with organisational policies on health and safety in the workplace and participate as part of the organisation to provide for a safe and healthy work environment. - Contribute to the whole school life, including active involvement in whānau activities, extracurricular activities, and major school events, and encourage others to do the same. This role will specifically focus on Te Ao Haka, Te Reo Māori and our Ako and Advisory Haemata classes by supporting and delivering Te Ao Māori kaupapa - Support delivery of te ao haka elements in ako and advisory haemata - Be reflective and undertake Professional Learning to improve effectiveness in contributing to discussions and personal development on educational issues.	Enhance relationships with all members of the school community. Actively participate in and support general school policy, direction and goals. Assist in presenting a school-wide positive image.
Building Relationships & Networks	Engage appropriately and effectively with diverse cultural backgrounds, ensuring that the particular beliefs and needs of learners, caregivers/parents, and whānau are accounted for and well supported.	Enact Te Tiriti o Waitangi principles, where we will do the right thing by learners and communities

	• Work collaboratively with wider school team to partner mana whenua and local rūnanga to ensure learning and pastoral approaches reflect local iwi narratives and values • Work with wider team to Facilitate opportunities for whānau, hapū, and iwi voices to shape bilingual education at the College • The ability to confidently use te reo Māori in daily interactions and model language acquisition strategies for staff and learners is preferred. • Form and build effective positive relationships with learners, parents, caregivers, whānau, staff, relevant agencies, professional groups and the wider community. • Role model and support staff to build home-school partnerships that are multi-dimensional and responsive to learner needs, wellbeing and engagement. • Actively contribute and participate as a team member to help achieve team goals by applying effective communication and sharing relevant information. • Attend professional and administrative meetings as required and regularly liaison with the Senior Leader associated with the C.A.S.E, Pastoral, and Hauora Teams.	(tika), with integrity (pono) and with care and sincerity (Aroha). We build effective, positive, professional relationships with learners, parents, caregivers, and whānau.
Ethical Requirements	• Maintain privacy, confidentiality and professional boundaries at all times. • Requires in-depth understanding of learners' often complex needs (conditions, capabilities, cultural, behavioural, pastoral, welfare and social needs) and uses this knowledge to support learners, caregivers/parents, and whānau. • Consistently protects and promotes our learners' rights, dignity and social inclusion. • Manage work priorities, personal workload and stress levels with the support of the wider team, supervisor and line manager. • Participate in regular supervision sessions and maintain membership in relevant professional associations (if relevant to the successful applicant). • Keeping factual and timely formal records (events and actions taken) through Kamar, files and other information systems. • Maximise contribution to the role through ongoing professional development.	A strong commitment to our mission, culture and values of trust, respect, integrity and personal responsibility. Create and recognise critical links between learner wellbeing and learning to foster engagement, involvement in learning, and success.
Ready to Learn Framework	Engaging, leading and reinforcing school-wide learner expectations that help build positive, respectful relationships using the College's <u>Ready to Learn (R2L) framework</u> and wellbeing kete. • Engage, role-model, liaise, and address behavioural issues in a positive and appropriate manner. • Use supporting strategies, appropriate and timely interventions and restorative practices to address problem behaviour. • Making appropriate referrals (academic, well-being, attendance) and promoting school-wide initiatives, activities and programmes. • Collaborate with the wider pastoral team to enhance programme responsiveness and improvement across the College Ready to Learn (R2L) systems. Provide meaningful and practical assistance to learners, caregivers/parents, and whānau by offering direction and support to all individuals involved with the learner at the centre.	School-wide staff and Learners are demonstrating positive behaviours or using supporting Ready to Learn Framework strategies and interventions to address problem behaviour.

	• Empower learners and their support people (staff, parents/caregivers, and whānau) to make changes and choices that help achieve the desired goals and sustain the outcomes. • Provide appropriate information to learners (individuals, parents/caregivers, and whānau), professionals (within and outside the Service), and other people working with these learners, to facilitate informed decision-making and maximise successful outcomes for children and young people.	
Behaviour Interventions	Collaboratively developing, actioning and implementing <u>Individual Behavioural Support and Safety Plans</u> that consider the person's culture, needs, environment, skill development and complexity of circumstances. • Use restorative and relational practices grounded in <i>tikanga Māori</i> and <i>whakapapa</i> connections • Work with intervention team to support attendance and engagement by strengthening whānau connections and identifying culturally responsive solutions • Run intervention groups and support with wider intervention team tasks and duties • Ensure that plans and interventions are consistently designed, provided, and evaluated, and that their effectiveness is adjusted appropriately to support the learner's needs. • Observe learner behaviour to better understand the behaviour being demonstrated, any events, actions, or circumstances that occurred before, and their consequences. • Provide appropriate and timely information to ensure good decision-making. • Where required, liaison with external cross-agencies, community groups, and relevant other professionals. Where there is more challenging behaviour (out of control, potentially harmful to others or possibly self-injurious) • Able to use various techniques to de-escalate emotionally charged situations and use a range of strategies and interventions that keep learners and staff safe. • Assist with and support the College's pastoral and disciplinary teams. Any other duties as required that support our Ready to Learn Framework, Behavioural support, Pastoral, and Disciplinary systems, which discourage any behaviour that detracts from teaching and learning. Note: This position description is intended to outline the general nature of the work. It is not an exhaustive list of the position's responsibilities, duties, and other related details.	Effective behavioural support and interventions will help to discourage and avoid disruptive behaviour that detracts from teaching and learning.
Qualities and Characteristics	• Strong intrapersonal skills • Commitment to self-improvement • Positive sense of humour • Ability to self-manage and show initiative • Calm and positive demeanour • Ability to work collaboratively with team members, team leaders, other colleagues and outside agencies as appropriate • Strong ICT skills and a willingness to learn	

Name	
Signature	
Date	