**A picture containing light, traffic, sky, outdoor

Description automatically generated** **Job Description**

|  |  |
| --- | --- |
| **Roles** | AE Tutor Maungawhau Campus |
| **MoE Agreement** | Alternative Education Agreement |
| **Employment Agreement** | TBC - 31 December 2020 |

**Directly Responsible to:**

* Mount Albert Grammar School BOT
* Headmaster, Mount Albert Grammar School
* Auckland City Education Services’ Manager

**Working Relationships are:**

1. Auckland City Education Services’ Team (Attendance Service and Alternative Education)
2. Senior Management Team Mount Albert Grammar School
3. Enrolling Schools’ Senior Management Team
4. Whānau / Families and the Student
5. Professionals attached to the student (e.g. Justice, Health and Education)

**Conditions of Employment:**

The Mount Albert Grammar School’s 52 Weeks Employment Agreement and will start on:

**Start Date: TBC** **Finish Date**: **31 December 2020**

**AE Tutor**

Salary Level is based on the Students Support Staff in Schools Collective Agreement

* Salary is $49,000.00 - $53,000.00 and can include a Qualification Grant up to $1,125.00

**Resource Package:**

* + - 1. Mileage @ .70c per Kilometre (when person car is used for transporting to meeting / students to specific meeting)
      2. Mobile and Laptop
      3. Office facilities and resources to manage role

**Key Primary Objectives:**

1. Give priority to ensuring the well-being and educational achievements of students enrolled in AE and is supporting the meeting of key requirements of the MoE Alternative Education Outcome Agreement 2019-2020
2. A member of the ACES team

|  |  |
| --- | --- |
| **ACES** | 1. Have a Professional Development Plan (PDP):   * Aims (in consultation with Pedagogical Leader) to enhance professional knowledge, individual aims that enhances performance or, the individual’s wellbeing * Professional Development options are explored that can be aligned to Aims or, to strengthen key tasks and core-competency   2. Maintain the ACES Whakawhanaungatanga Practice Policy as this is foundational to the connections needed with the student, the parent, whānau or caregivers (as well as through key relationships) and this is established through mutual respect and cultural understanding by:  - *Engagement*  - *Enlightenment*  - *Empowerment*  to achieve the desired outcome of the MoE Agreements   1. To demonstrate and foster the Auckland City Education Services core values H.E.A.R.T with integrity. 2. As an employee of Mount Albert Grammar School (with ACES ) is responsible in ensuring the Health and Safety Requirements set out by ACES are followed and the priority is ensuring their personal safety and wellbeing at all times. |

|  |  |  |
| --- | --- | --- |
| **HOPE** | ***He aha te mea nui o te ao?***  ***He tangata! He tangata!*** ***He tangata!*** | What is the most important thing in the world?  The people! The people! The people! |
| **EXCELLENCE** | ***Whāia te iti kahurangi***  ***Ki te tūohu koe, me he maunga teitei*** | Pursue excellence – should you stumble, let it be to a lofty mountain |
| **ACCOUNTABILITY** | ***Kanohi ki te kanohi*** | Face to face |
| **RELATIONSHIPS** | ***Kanohi kitea*** | Visit, keep in touch; be seen to be actively involved |
| **TRUST** | ***Aroha-ki-te-tangata*** | Respect - a regard for others; empathy |

1. Build and maintain positive relationships with colleagues, external stakeholders (see Core Competency)
2. Create a learning environment that supports a student to engage and respond to their individual learning plan

* Align teaching and behavioural practice to PB4L Principles
* All students have an Individual Learning Plan and is based on:
* Needs
* Strengths
* Interest Areas
* Behaviours

1. Develop learning around Project Based Learning and deliver lessons with PL guidance

***Project Based Learning (PBL)*** *is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge activities.*

*Literacy and Numeracy as well as competency / resilience skill development with PB4L values can be integrated into a project.*

1. Develop strong connections with the parent, whānau members or caregivers and communicate effectively with them on their child’s ILP or behaviours impacting on learning.
2. Mentor specific students to guide them to set goals aligned to their strengths or needs. This might be a student who is disengaged or, a student who is unsure of their transition plan.
3. Maintain reporting and administration requirements to support MoE contractual obligation and gather natural forms of evidences to supports students’ achievement for their portfolio.
4. Participate in a Professional Development programme to develop Teaching Practice. This will include an ongoing ‘Inquiry Learning’ investigation.

|  |  |  |
| --- | --- | --- |
| **Role Accountabilities** | **Definition** | **Behaviours of Best Practices** |
| Create a learning environment that supports a student to engage and respond to their individual learning plan   * *National Administration Guideline (NAG) 1* * *National Education Guidelines (NEGs 1-10)* | Learning environment is defined as:   * Aligning teaching and behaviour management to PB4L Principles * PB4L Values are modelled at all times and they are: * Respect Yourself * Respect Others * Respect the Environment * Whakawhanaungatanga * All students have in place an Individual Learning Plan based on: * Needs * Strengths * Interests * Behaviour * New students will go through an induction time and are welcomed onto the programme * An ILP is started within the first 10 days * Student’s ILP learning intentions are used to support planning for the weekly and term’s timetable * Learning environment will value cultural diversity and acknowledge the bi-cultural character of Aotearoa * Follow through safety practices in a class or, with EOTC activities set out in NAGs 5 * Respond to any incidents with urgency and consistently using the incident policy and procedures | 1. Heads-Up is being used to support the staff person to prepare (and plan) for a new student 2. PB4L values are being modelled everyday by the tutor 3. The tutor provides positive feedback (PB4L) everyday with a student who is struggling to engage in the environment 4. Students literacy and numeracy skills are assessed (within 10 days) and actions (based on results) are integrated into the students’ ILP 5. Students have online ILP (within 10 days) and they are accessing this at least once a week 6. Any academic, behavioural or social needs are identified and discussed at the 2 Weekly Meetings 7. PL guides Tutorial Team in the writing and planning timetable based on students’:  * Needs * Strengths * Interests * Behaviour  1. PB4L Behaviour Matrix is displayed and is used every-day to build and reflect upon to support learning environment. Intentional ‘Teaching’ of values in matrix. 2. All EOTC activities are planned following the safety procedures outlined in NAGs 5 3. Incidents are reported using the reporting procedures in place 4. 2 weekly Meetings are used to discuss incidents to ensure a staff member is responding with urgency and are being consistent 5. Tutors are debriefing (any major incidents) with the Team Leader and PL 6. Any major incidents are investigated and when needed a safety plan is in place |
| Develop learning around Project Based Learning (PBL) and deliver lessons with PL guidance  **NB:**  *Literacy and Numeracy as well as competency / resilience skill development with PB4L values can be integrated into a project.*  *(NAG 2 and NEGS 1-10)* | ***PBL*** *is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge activities.*  Developing learning through PBL is defined as:   * Projects (aligned to students’ ILP aims, interests, community opportunities and tutors’ strengths) are created, planned and delivered with learning objectives * PL guides tutors in the development of a project using the PBL framework * PL guides tutors in making linkages to the school curriculum through key knowledge areas of a project * PL guides tutors on the delivery of competency and resilience skills development in a project * PL guides tutors to deliver PB4L Values through competency and resilience skill development in a project * Students are actively reviewing and revising their ILP * Tutors have plans and are organised for their series of activities aligned to a project * Tutors are reflecting (inquiry based) on own practice with a view to improve.   *Inquiry into delivery practices enables the identification of successful activities / approaches / methods used to improve learning outcomes for all students.*   * Delivery of credits for NCEA Level 1 for students who are Yr. 11 or, have “learning ready” to achieve credits using resources of: * Enrolling School * Te Kura Correspondence * Instant Standards * Supported Learning Packages * Open Polytechnic | 1. Projects are designed using the PBL framework 2. Key knowledge areas are identified in a project and linkages to school’s curriculum are made 3. Students receives feedback (formal or, informal) aligned to key knowledge areas 4. Competency and resilience skills development are part of the PBL 5. Students receive feedback (formal or, informal) on their individual competence and resilience skill development 6. Students’ portfolio has evidence of achievements 7. Students are actively participating and owning their ILP 8. Student feedback confirms PBL is supporting their aims in their ILP 9. Evidence advice from PL is being used in daily practice and includes practice of an ongoing ‘Inquiry Learning’ investigation 10. Students are accessing options towards NCEA Level 1 or, 2 and achieving credits. |
| Develop strong connections with the parent, whānau members or caregivers and communicate effectively with them on their child’s ILP or behaviours impacting on learning  (NAG 2) | Developing strong connections with parent, whānau member or caregivers is defined as:   * Core Competency * Relationships Management * Team Work * Communication * Students Reports (once a term) * ILP meeting with whānau once a term * Consider strategies when dealing with any resistance encountered from a whānau member * Cultural respect is displayed and shown when any meetings take place | Examples of best practices for:   * Relationship Management * Team Work * Communication  1. Organised when meeting with whānau takes place at all times: (e.g.)  * First time * ILP meetings * Incident Meetings * Home visits  1. Student Reports reflect the students’ development and includes:  * Achievements identified * Strengths and interests are highlighted * Needs or concerns to be discussed |
| Mentor specific students to guide them to set goals aligned to their strengths or needs. This might be a student who is disengaged or, a student who is unsure of their transition plan | Mentors’ role is defined as:   * Provide support and guidance to help students who are experiencing difficulties in learning due to social, emotional or behavioural problems.   Key focus will be:   * Students not attending and/or engaged with their ILP * Attends FGC * Member of the Transition Team with the Pathway Co-ordinator | 1. Works beside tutorial team keeping them informed on students gains (who is being mentored) 2. Direct mentoring has: 3. Supported the student to overcome mistakes 4. Encouraged the student to reconnect to whānau / family and local community 5. Set aims to consider pathway options 6. Student gains confidence and engages with their ILP 7. Accessed the community (or Services) to support the disengaged student 8. Link in professionals attached (or yet to be attached) to co-ordinate a plan that supports the student 9. Make home visits to talk to the parent, whānau members or caregivers to discuss the concerns and when needed, offering advice or provided options 10. Informs tutorial group of any updates from a FGC plan (relevant to the student’s education) 11. Students’ disclosures are treated confidentially and only shared if disclosure is placing them or others at risk 12. Maintains connections and provides information for transition options 13. Students (old enough) not engaged in AE have an exit plan |

|  |  |  |
| --- | --- | --- |
| **Core Competency** | **Definition** | **Example Behaviours of Best Practices** |
| **Relationship Management** | The intention to demonstrate the desire to maintain ACES’ Whakawhanaungatanga Practice Policy and at times often complex relationships with:The ACES TeamManaging and Enrolling SchoolsThe Government Agencies and ServicesThe parent, whānau members or the caregiverThe StudentThe CommunityThis also involves the ability to assume the responsibility to manage the relationship. | 1. Inspires, guides and directs 2. Pro-active, determined, resilient and motivated 3. Ensures that high standards of communication are always maintained 4. Contributes consistently to the MoE Agreements 5. Upholds and portrays a professional image and accountability which is appropriate to a specific situation 6. Able to take charge when the situation demands and show by example by completing the primary objectives 7. An ability to work unsupervised 8. Builds constructive and supportive relationships 9. Works effectively with both internal and external stakeholders 10. Skilfully settles differences by using a “win-win” approach in order to maintain relationships 11. Cultural sensitivity and understanding of the ethnic diversity of Auckland City 12. Has a positive attitude and belief in the student’s potential 13. An understanding and appreciation of the prime importance of family / whānau or caregiver in a student’s life 14. Can work closely and effectively with the Schools, Agencies and Services |
| **Teamwork** | Teamwork implies a genuine intention to work co-operatively with others. This includes assisting with their work, and valuing the assistance and ideas of colleagues. | * Genuinely values other’s input and expertise * Works collectively with other team members to plan and action tasks * Identifies and promotes team behaviour * Uses brainstorming techniques to create a variety of choices * Willingness to change and/or to meet organisational needs * Adapts to stressful situations * Influences events to achieve beyond what was called for |
| **Communication Skills** | The effective transfer of information in an appropriate and timely manner. | * Able to present complex information and jargon into language easily understood by family / whānau or caregiver * Able to respond to the cultural setting and communicate in the manner needed for the setting * Convey required information to a wide range of Iwi / Pasifika groups and/or stakeholders with accuracy * Demonstrates proactive and practical problem solving ability * A good listener * Maintains confidentiality and discretion * Writes in a clear and concise manner that is organised and in a convincing manner for the intended audience |
| **Administrative Skills** | Demonstrates at all times the ability to complete in a timely manner all of the written reporting and administrative requirements of the job. | * Maintains appropriate documentation at all times * Plans and manages administrative time effectively * Effectively manages the workspace (e.g. keeps a clean and organised desk, appropriately handles all paperwork, etc.) * Balances conflicting priorities in order to manage workflow, ensures the completion of essential administration requirements to meet critical deadlines |