

Literacy Support Teams - Bay of Plenty

<p>ROTORUA SCHOOL SUPPORT SERVICES – LITERACY ADVISERS: Primary – Sharon Ross</p> <p>OUTPUT: Support national initiatives in literacy and assists in raising the educational achievement of students, particularly Maori and Pacific nation students, who are not reaching their potential in literacy. Provide professional development and support for teachers, which will contribute, to the Literacy Strategy.</p>	<p>RTLBs: 50 RTLB organised as clusters within Waiariki</p> <p>OUTPUT: Assist staff to ensure the success of students with moderate learning and / or behavioural difficulties. Work to improve student achievement by providing support to teachers of Year 0-10 whose students are at risk of low achievement difficulties. Consult and maintain effective relationships with schools, families, referral agencies and the community within which they work. Expected to have knowledge of all curriculum areas and participate in professional development in conjunction with schools.</p>	<p>RT LITs: 4 clusters – 1. Kawerau – Jean Akers 2. Tokoroa – Cheryl Anderson 3. Whakatane/Opotiki – Anne Rodden 4. Rotorua – Sharyn Simpson, Tricia Kenyon</p> <p>OUTPUT: Itinerate within each cluster to assist teachers in schools to meet the needs of Year 0-8 at risk of low achievement due to difficulties in reading/writing for success.</p> <p>Provide itinerant, specialized literacy support for year 0 -8 students who are at risk of failing to learn to read and write.</p>	<p>LITERACY DEVELOPMENT OFFICER (LDO): Bay of Plenty – Alison Harold</p> <p>OUTPUT: Provide a long term commitment to school leaders, assisting them to raise levels of achievement in literacy for students in years 0-8. Encourage schools to view literacy teaching and learning as a part of a continuous cycle of self improvement.</p>	<p>READING RECOVERY Raylene Sutherland</p> <p>OUTPUT: Provide training, professional development and on-going support for teachers, in the use of Reading Recovery Procedures, to facilitate an early intervention for the lowest achieving literacy learners in a school’s six year old cohort. Work as part of a Reading Recovery team in a school, to teach children using the Reading Recovery procedures for the purpose of maintaining personal teaching skills.</p>
<p>KEY TASKS:</p> <ul style="list-style-type: none"> ◆ Support schools in identified aspects of their literacy programmes ◆ Work with teachers to help them use more effective literacy practices in their classrooms ◆ Work with teachers to help them use more effective assessment strategies ◆ Work with teachers to analyse data to inform their teaching ◆ Mainly long-term, in-depth work 	<p>KEY TASKS:</p> <ul style="list-style-type: none"> ◆ Assist schools to identify & assist students with mild to moderate learning and/or behaviour needs ◆ Ensure students with mild to moderate needs are catered for within the school environment ◆ Problem solving ◆ Support and provide assistance to teachers and schools in the development of “inclusive” practices. ◆ Initiate and support “new” inclusive methodologies within a collaborative/consultative model ◆ Work as “change” agents ◆ Regularly liaise with SENCO within schools 	<p>KEY TASKS: Through school referrals:</p> <ul style="list-style-type: none"> ◆ Assist schools to identify/improve reading/writing competency of at-risk children. ◆ Provide advice/support to class teachers to address literacy learning for ‘at-risk’ children when part of class programme. ◆ Monitor progress/assist teachers to adapt literacy programmes for these children with serious reading difficulties. ◆ Provide specialised individual teaching where further support is needed ◆ Work with specialised education services, parents, caregivers, teachers to provide appropriate programmes for students. 	<p>KEY TASKS: Assist school leaders to:</p> <ul style="list-style-type: none"> • Build professional capability. • Base decisions on sound evidence. • Cater for the diverse needs of all students. • Develop effective first teaching that makes a difference to learning. • Establishing the growth of professional learning communities. 	<p>KEY TASKS:</p> <ul style="list-style-type: none"> ◆ Provide professional development for teachers-in-training. ◆ Provide on-going support for teachers continuing in Reading Recovery ◆ Teach children using RR procedures. ◆ Participation in wider Literacy community

<p>WHAT WE DO:</p> <ul style="list-style-type: none"> ◆ Co-construct action plan and lead in-depth, long term, whole school development ◆ Model literacy practice ◆ Focus on pedagogy related to literacy ◆ Lead the change process ◆ Offer courses and workshops ◆ Promote peer support and networking 	<p>WHAT WE DO:</p> <p>Based on Ecological Assessment</p> <ul style="list-style-type: none"> ◆ Support whole school and “systems” development ◆ Use problem solving approach – data based. ◆ Support a “holistic” approach by facilitating collaborative team establishment / development ◆ Work as a member of a team ◆ Model appropriate inclusive practices ◆ Facilitate the change process ◆ Offer professional development for learning and behaviour 	<p>WHAT WE DO:</p> <ul style="list-style-type: none"> ◆ Work with at-risk children, individually or in groups, referred by schools ◆ Work with teachers 1. who have children on programme; 2. on request – T. Devt ◆ Work with teacher aides/parents ◆ Facilitate staff / parent meetings ◆ Monitor children who have been discontinued ◆ Contribute to literacy development / implementation of English Curriculum Plans 	<p>WHAT WE DO:</p> <p>Assist schools to:</p> <ul style="list-style-type: none"> ◆ Explore their historical and current situation ◆ Collect and analyse their student data/information to confirm or redefine the focus of their literacy development. ◆ Determine a literacy development plan. ◆ Link with appropriate professional development support. ◆ Implement the development plan. ◆ Monitor and evaluate progress and continue cycle of self improvement. 	<p>WHAT I DO:</p> <ul style="list-style-type: none"> ◆ Hold fortnightly training sessions for training teachers ◆ Hold six ongoing professional development sessions each year for trained teachers ◆ Visit teachers to observe teachers and children working in RR ◆ Support teachers in their RR teams ◆ Work with other tutors to share aspects of best practice in RR ◆ Keep up to date with research ◆ Make recommendations to MOE
<p>WHO WE WORK WITH:</p> <ul style="list-style-type: none"> ◆ A whole staff ◆ Syndicates/departments ◆ Individual teachers ◆ Clusters of schools ◆ Other education agencies <p>MOE, PEEK, TEA, Principals’ Assns, Other Advisers</p>	<p>WHO WE WORK WITH:</p> <ul style="list-style-type: none"> ◆ Whole schools ◆ School clusters ◆ Principals ◆ School SENCO ◆ Teachers ◆ External & Community Agencies – including Health ◆ MOE, SLTs, GSE, RTLits, School Support Services, SLS ◆ Whanau, Children 	<p>WHO WE WORK WITH:</p> <ul style="list-style-type: none"> ◆ Individual “at-risk” pupils ◆ Teachers/teacher aides ◆ SLT, SES, RTLB, Reading Recovery ◆ Parents of students in the programme ◆ SENCO, Literacy Leaders, ◆ Principals, Senior Management 	<p>WHO WE WORK WITH:</p> <ul style="list-style-type: none"> ◆ Principals ◆ School leaders ◆ Literacy leaders ◆ Literacy Providers 	<p>WHO WE WORK WITH:</p> <ul style="list-style-type: none"> ◆ Teachers ◆ School RR teams ◆ Principals/Management team ◆ Tutors (RR) ◆ National RR Trainers & tutors ◆ Children ◆ Literacy Leaders
<p>OUR AREA:</p> <p>Secondary – BOP, Gisborne/East Coast, Waikato, Coromandel Primary – Bay of Plenty</p>	<p>OUR AREA:</p> <p>Waiariki</p>	<p>OUR AREA:</p> <p>Bay of Plenty</p>	<p>OUR AREA:</p> <p>Bay of Plenty</p>	<p>OUR AREA:</p> <p>Rotorua & districts Taupo & districts Tokoroa & districts</p>

As per directive of MOE, Achievement of Maori and Pasifika students is a major focus for all Literacy personnel

LDO Website: http://www.tki.org.nz/r/literacy_numeracy/ldo/index_e.php