**RTLB Secondary COP Our role as Secondary RTLB is...........**

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| Relationship and support for SLC/SENCO management | * Be responsive to the schools need by building a relationship of RTLB role description
* Learning Support Co-Ordinator's in their new role
* Specialist knowledge related to students who learn differently including definitions, identification, effective provision etc
* Listening to what the school/SENCO/LSC identify as a need and responding to that need in the least intrusive and most empowering/sustainable way possible
* Unpacking student profiles and translating into practical day to day strategies
* Liaison between RTLB service and school
* Critical friend and learning coach to SENCO?
* Solution architect – collaborative partner in developing solutions to problems
* Transitions
* SAC support
* ICS support
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| Coaching/mentoring supporting individual and groups | * Coaching stance assisting to clarify their goals with them through mentoring, holding space through developing mindfulness to not react from their ego, supporting their organisation
* Infinity mapping
* Mana Enhancement
* Resilience doughnut Giving students their best chance at NCEA
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| Assessments support (data) | * CASS2
* other
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| Teacher and TA support | * behaviour management
* Delivery of Escalation Profiles
* executive function
* Agility with Sound/Word Chain
* Reciprocal reading
* Help give secondary teachers a better understanding of developmental stages/challenges
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| Support schools access resources | * Supporting schools with access to appropriate resources
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| PD working alongside MoE-LS | * Executive Functioning
* ADHD
* ASD “pop -up” workshops
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| MoE support | * Practical support for MOE initiatives and directions within the school
* One Plan
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| Transitions | * Transition working with LSC and feeder schools through Kahui Ako
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| RTLB to be mindful | * Inclusion Continuum representing Inclusion Practice (Claire, Catherine, Titania and Cheryl MoE)
* Frederic Laloux’s “Reinventing Organization” model
* NCEA changes
* SAC changes
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