

Ngā Kōrero e pā ana ki te Tūranga

Job Description

Schoolwide Practitioner

Business Group	Te Mahau takiwā
Location	Regionally based
Salary band	Field Staff

Mahi i roto i te Ratonga Tūmatanui | Working in the Public Service

Ka mahitahi mātou o te ratonga tūmatanui kia hei painga mō ngā tāngata o Aotearoa i āiane, ā, hei ngā rā ki tua hoki. He kawenga tino whitake tā mātou hei tautoko i te Karauna i runga i āna hononga ki a ngāi Māori i raro i te Tiriti o Waitangi. Ka tautoko mātou i te kāwanatanga manapori. Ka whakakotahingia mātou e te wairua whakarato ki ō mātou hapori, ā, e arahina ana mātou e ngā mātāpono me ngā tikanga matua o te ratonga tūmatanui i roto i ā mātou mahi.

In the public service we work collectively to make a meaningful difference for New Zealanders now and in the future. We have an important role in supporting the Crown in its relationships with Māori under the Treaty of Waitangi. We support democratic government. We are unified by a spirit of service to our communities and guided by the core principles and values of the public service in our work.

Mō ētahi atu kōrero hei whakamārama i tēnei kaupapa, haere ki | You can find out more about what this means at [Role and purpose - Te Kawa Mataaho Public Service Commission](#).

To Mātou Aronga | What we do for Aotearoa New Zealand

At Te Tāhuhu o te Mātauranga | Ministry of Education, delivering our purpose makes a real difference to all ākonga of Aotearoa:

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers excellent and equitable outcomes

We fulfil our purpose by:

- delivering services and support nationally, regionally and locally to and through the education sector and in some cases directly to ākonga and whānau
- shaping the policies, settings and performance of the education system so that it is well placed to deliver equitable outcomes for ākonga and their whānau, from early learning through tertiary.

Tēnei Tūranga | About the role

The major focus of the role Schoolwide Practitioner is to train and support educators to implement the Positive Behaviour for Learning: School-Wide framework, ensuring the initiative is implemented with fidelity according to international best practice and ensuring that implementation is consistent nationally.

The School Wide Practitioner is responsible for the provision of high quality special education services to learning institutions, learners, parents, families/whānau, caregivers and to other service users in accordance with the guiding principles of Te Whaariki (Early Childhood Curriculum), Ka Hikitia and the New Zealand Curriculum Framework.

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Job Description

Ngā Haepapa | Accountabilities

As a Specialist within Te Tāhuhu o te Mātauranga | the Ministry of Education you will:

- Share specialist knowledge across the organisation and with stakeholders, working with others to inform operational level decision making.
- Contribute to an effective team with a positive approach to the work environment that encourages and supports high performance, collaboration and problem solving.
- Lead the resolution of issues, identifying risks and solutions to protect and enhance the integrity and reputation of the Ministry.
- Lead or contribute to the development and implementation of innovative and fit-for purpose solutions and frameworks for current and future challenges.
- Develop and use data and insights to make evidence-based decisions and recommendations on operational issues.
- Build capability in others through coaching, quality assurance, and proactively sharing knowledge and expertise.

As the Schoolwide Practitioner, you will:

- Assess the readiness of schools to take up the School Wide Programme ensuring strong leadership commitment from the Principal and a full understanding of the requirements of the change that the school will undergo as it implements the programme.
- To engage with the school commencing with the Principal followed by the staff explaining the School Wide programme framework and how it works, the role of the School Implementation team, data collection and the support provided through training, coaching and regular meetings.
- To prepare the school to move from Tier One of the programme to Tier Two and Three with clarity about the prerequisites and achievement levels required.
- To be available to the school as it undertakes the change journey over a number of years (3/4 years in Tier One) working collectively with the School Implementation team and one to one with the Team Leader.
- To establish the Tier One basic universal systems working alongside the Implementation team. These include setting 3-5 behavioural expectations supported by the behaviours expected in different settings in the school. This framework is further strengthened with clear definitions covering minor and major behaviours.
- To schedule and complete training for clusters of schools in the Tier One basic universal systems including training for the Principal and Team Leader, the School Implementation team/s and Coaches.
- To schedule and facilitate Coach and Team leader workshop meetings which focus on analysing data, updating school action plans and providing solution focussed support and booster training as needed.
- To schedule and complete annual evaluation visits to schools to undertake the School Evaluation Tool (SET) and assess key documentation including the Charter, Strategic Plan and Action Plan.
- Act as a regional conduit of the Ministry into schools linking and integrating the information about the various behavioural initiatives and programmes liaising with other advisors and with Psychologists and Special Education staff working one on one in schools.
- Provide peer support to other School Wide Practitioners through peer coaching and induction of new practitioners.
- Contribute to national forums such as the National Practice Management Group, attend the annual conference and read and research best practice for the programme.

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Job Description

You will make decisions in accordance with the Ministry's policies and delegations framework.

Wheako | Experience

To be successful in this role you will have the following experience:

- Experience in a complex organisation
- Experience in building relationships and partnerships to achieve shared outcomes.
- A tertiary qualification in education, psychology or other appropriate discipline relevant to the focus of the position (eg, Special Education).
- Child development, learning and behaviour.
- A range of assessment and intervention frameworks with particular knowledge of inclusive and ecological approaches.
- Demonstrated successful experience in classroom or other relevant settings and/or including students with special needs in classroom or other relevant settings.
- Effective teaching practices.
- Experience of working in a Government agency and a sound understanding of the machinery of government, public sector delivery structures and systems.

Ngā Āheinga | Capabilities

To be successful in this role you will have the following capabilities and competencies:

- A track record of bringing people together and leading, coaching and mentoring others to achieve outcomes.
- A proven ability to use data and insights to identify trends, risks and opportunities, to influence and guide organisational and system-level decision making.
- Excellent interpersonal and communication skills.
- A commitment to ongoing personal and professional development.
- Demonstrate strong interpersonal skills, particularly relating to the establishment of effective relationships with educators, parents, families/whānau and caregivers
- Translate specialist knowledge into practical information that will assist in the development, provision and support of learning programmes in order to overcome barriers to learning.
- Work effectively with educators across a diverse range of settings and circumstances.

Tātai Pou | Our Cultural Competency

Tātai Pou is our Māori Cultural competency framework. It has been aligned and is complementary to the Māori Crown Relations Capability Framework (MCR). Tātai Pou is designed to support our people and organisation to give effect to the articles of te Tiriti o Waitangi in our work. The work-based capabilities have four focus areas and describe four levels of competency (high, consolidation, developing and essential) that enable us to deliver our partnership approach so that Māori enjoy and achieve educational success as Māori.

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Job Description

Pou Hono Valuing Māori	Developing
Pou Mana Knowledge of Māori content	Developing
Pou Kipa Achieving equitable education outcomes for Māori	Developing
Pou Aroā Critical consciousness of racial equity for Māori	Developing

Leadership Success Profile - Te Kawa Mataaho | Public Service Commission

Leadership matters. Strong leadership at every level in the Public Service will transform the experiences of New Zealanders. The Leadership Success Profile establishes “what good looks like” for leadership at all levels. Information about how the Leadership Success Profile applies to this role is available on the Ministry’s intranet.

Ngā Whakaaetanga | Approvals

Date Reviewed and Approved	May 2023
Approved By	HR Advisor