

## Our specialist teachers continue to be upskilled!

Arahunga Specialist Teachers have regular evidence based professional development and mentoring that contributes to their understanding of effectively teaching students with diverse learning needs.

Our teachers also regularly participate in local communities of practice, helping them to continue to develop professional networks with other specialist teachers.

## How does it work?

The local school transfers the ORS component, 0.1 or 0.2 to Arahunga Special School.

Arahunga will provide a Specialist Teacher for the transferred amount of time who will visit the student and work with staff and families.

The Outreach Service does not impact on teacher aide hours, SEG funding or allocation of specialist support through MoE Special Education. The ORS consumables still go directly to the local school.

The student remains on the base school roll and all base and operational funding generated by the student stays with the school.

**For more information contact the Regional Manager:**

### Whanganui

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**For administration matters please contact the base office:**

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Arahunga Outreach Service

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## Specialist Teacher Outreach Service

*Supporting the education of students with ORS funding in schools*



*Empowering students through education to become active, confident members of society.*



# Arahunga Special School and Outreach Service

Whanganui, Taranaki, Manawatu and Horowhenua

## Arahunga Specialist Teachers Support...

### Professional Practice

- Support local schools inclusion of students
- Strive to build strong relationships with all professionals
- Further raise the capabilities of the classroom teacher as the 'leader of learning'
- Work collaboratively with a team approach to promote problem solving for the student's learning and wellbeing
- Help the school access appropriate professional development for teachers and teacher aides
- Share effective teaching practices and strategies for teachers and teacher aides

### Teaching and Learning

- Have extensive knowledge and experience in supporting assessment and programme planning
- Believe all students can learn and reach their full potential through inclusive education
- Use a strength based holistic approach to assessment and planning
- Contribute their expertise to the IEP process to ensure relevant personalised learning for the student
- Are knowledgeable about 'evidence-based' practises
- Help the classroom teacher to provide a safe and peaceful learning environment for all students
- Advise on the use of assistive technology and augmentative and alternative communication systems

### Inclusive Education

- Help identify and eliminate barriers to inclusion
- Support successful transitions of students
- Incorporate the three principles protection, participation and partnership of the Treaty of Waitangi in order to provide a culturally responsive practice

