Anness A

Ministeru	*Ministeru għall-Edukazzjoni, l-Isport, iż-Żgħażagħ, ir-Riċerka u l-Innovazzjoni*
L-impjieg	*Learning Support Centre Coordinator*

MINISTERU GĦALL-EDUKAZZJONI, L-ISPORT,
IŻ-ŻGĦAŻAGĦ, IR-RIĊERKA U L-INNOVAZZJONI
TRIQ L-ASSEDJU L-KBIR, FURJANA, MALTA

Dmirijiet u responsabbiltajiet

Id-dmirijiet ta' Learning Support Centre (LSC) Coordinator għandhom ġeneralment ikunu dawk li jmexxi u jamministra b'mod effettiv u effiċjenti l-Learning Support Centre maħsub biex jissodisfa l-bżonnijiet ta' studenti li jesperjenzaw ċirkostanzi ta' sfida, partikolarment minħabba Diffikultajiet Soċjali, Emozzjonali u ta' Mġiba (SEBD), li jxekkluhom milli jibbenefikaw mill-edukazzjoni mainstream għal perjodi ta' żmien differenti bl-intenzjoni aħħarija li joħolqu vjaġġ edukattiv mingħajr tmiem li jappoġġa t-twettiq tal-potenzjal sħiħ ta' kull student. Il- Learning Support Centre Coordinator huwa wkoll responsabbli li jrawwem klima ta' kolleġjalità ġenwina fost il-membri tal-komunità, billi jistabbilixxi r-ritmu permezz ta' skop ta' tmexxija u trawwim attiv ta' Komunità ta' Edukaturi Professjonali, inkluż permezz ta' tmexxija ffukata fl-Ippjanar tal-Iżvilupp taċ-Ċentru. Ir-rwol ewlieni tal- Learning Support Centre Coordinator huwa li:

i. jamministra l-LSC fuq bażi ta' kuljum u jiżgura l-implimentazzjoni tal-politika u l-pjanijiet ta' żvilupp taċ-Ċentru. Jippjana u jimmonitorja wkoll ir-rotot tat-trasport fuq bażi ta' kuljum b'kollaborazzjoni mill-qrib mat-taqsima tat-trasport tal-Ministeru għall-Edukazzjoni, l-Isport, iż-Zgħażagħ, ir-Riċerka u l-Innovazzjoni (MEYR) u jassenja skorti;

ii. li jkun kapaċi joħloq ambjent sikur mibni fuq approċċ ta' mġieba pożittiva li twassal għal tagħlim effettiv;

iii. l-evalwazzjoni, l-iżvilupp u l-monitoraġġ ta' strutturi u prattiki ta' appoġġ edukattiv għal-istudenti b'diffikultajiet fl-imġieba soċjali u emozzjonali li jattendu fl-LSC;

iv. jwaqqaf u jimplimenta struttura ta' ġestjoni effettiva bi proċeduri definiti b'mod ċar għall-qafas ta' responsabbiltà u rappurtar;

v. jaħdem f'kollaborazzjoni mill-qrib mat-timijiet tal-edukazzjoni psiko-soċjali u professjonisti oħra relatati, speċjalment, iżda mhux limitat għall-Kap tad-Dipartiment – Prefett tad-Dixxiplina. Dan jinkludi wkoll kollaborazzjoni mill-qrib mal-ħaddiem ewlieni assenjat mal-istudent;

vi. jikkollabora ma' Uffiċjali Edukattivi (Edukazzjoni Inklużiva), u ma' servizzi u aġenziji oħra t' appoġġ għall-għoti t' appoġġ edukattiv, soċjali u psikoloġiku lill-istudenti u għall-inklużjoni tagħhom fl-iskola mainstream u l-komunità ġenerali;

vii. jaġixxi bħala l-koordinatur tal-programmi edukattivi għal kull student individwali identifikat għal servizzi fl-LSC rispettiv;

viii. jassisti lill-iskejjel identifikati fil-ħolqien ta' klima pożittiva għall-membri kollha tal-komunità, li trawwem appoġġ lill-istudenti li jimmanifestaw SEBD, anke permezz ta' proċess ta' riferiment strutturat miftiehem li jikkunsidra miżuri mainstream preliminari adottati mill-iskejjel qabel konsiderazzjoni għal servizzi minn LSCs;

ix. jmexxi l-iżvilupp, l-amministrazzjoni u l-evalwazzjoni ta' programmi u esperjenzi edukattivi għall-istudenti billi toħloq mogħdijiet ta' progressjoni għall-istudenti kollha wkoll permezz tal-ħolqien proattiv ta' rabtiet effettivi ma' membri oħra tal-komunità, istituzzjonijiet edukattivi u s-soċjetà usa' kif jista' jkun applikabbli.

x. jissorvelja l-iżvilupp ta' kurrikulu differenzjat u pjanijiet ta' appoġġ psikoedukattiv individwali għall-istudenti li jattendu l-Learning Support Centres;

xi. jwassal it-tranżizzjoni għall-istudenti li jattendu LSCs u li jagħmlu tranżizzjoni għal ambjent sekondarju, post-sekondarja, impjieg jew kwalunkwe ambjent ieħor. It-tranżizzjoni tista' tinkludi wkoll integrazzjoni mill-ġdid lura għall-mainstream. Ukoll, jaħdem mill-qrib ma' diversi professjonisti li jistgħu jgħinu f'tranżizzjonijiet bħal dawn.

xii. jipprovdi opportunitajiet għat-taħriġ u l-iżvilupp professjonali kontinwu tal-persunal tal- Learning Support Centres;

xiii. jiżviluppa rabtiet ta' ħidma mal-ġenituri jew il-gwardjani tal-istudenti;

xiv. jippjana, jimplimenta u jevalwa strateġiji għall-iżvilupp kontinwu tal-Learning Support Centres;

xv. jipparteċipa f’konferenzi ta’ każi dwar studenti b’SEBD u jikkollabora mal-SMT tal-iskola fejn jattendu dawn l-istudenti;

xvi. jikkontribwixxi għall-iżvilupp u l-implimentazzjoni ta’ politiki ġodda fi ħdan il-Learning Support Centres;

xvii. jikkollabora mad-Direttur (National Schools Support Services) (NSSS) l-Assistent Direttur (NSSS) u Uffiċjal tal-Edukazzjoni (Edukazzjoni Inklużiva) biex jiddiskuti t-triq 'il quddiem tal-programm edukattiv tal-istudent;

xviii. jikkollabora mad-Direttur (NSSS) u l-Kapijiet tan-Netwerks tal-Kulleġġ biex jiffissaw baġits u jimmonitorjaw il-finanzi bi stimi approvati;

xix. jżomm laqgħat regolari mal-maniġment tal-NSSS biex jiddiskuti l-progress u t-tmexxija tal-LSC;

xx. jipparteċipa f'riċerka u proġetti kif meħtieġ;

xxi. kwalunkwe kompitu ieħor li s-superjur jista’ jiddelega lilu/ha, kif jista’ jkun meħtieġ;

xxii. jwettaq dmirijiet oħra li jistgħu jiġu aġġornati biex jissodisfaw ir-rekwiżiti ta’ kwa;unkwe qasam ieħor kif ikkonfermat mis-Segretarju Permanenti;

xxiii. kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.

Persuna maħtura bħala Learning Support Centre Coordinator jista’ jintbagħat jaqdi dmirijiet, f’Ċentri Nazzjonali, f’Kulleġġi, fl-iskejjel, u f’uffiċċji jew f’pożizzjonijiet f’livell nazzjonali, kif immexxija mill-MEYR biex jikkontribwixxi għall-implementazzjoni tal-programm edukattiv individwali ta’ studenti bi bżonnijiet individwali.

Annex A

Ministry	*Ministry for Education, Sport, Youth,Research and Innovation*
Job title	*Learning Support Centre Coordinator*

MINISTRY FOR EDUCATION, SPORT, YOUTH,
RESEARCH AND INNOVATION
GREAT SIEGE ROAD, FLORIANA, MALTA

Duties and responsibilities

The duties of a Learning Support Centre (LSC) Coordinator shall generally be that of effectively and efficiently leading and administering a Learning Support Centre intended to meet the needs of students experiencing challenging circumstances, particularly due to Social, Emotional and Behavioural Difficulties (SEBD), which hinder them from benefitting from mainstream education for different periods of time with the ultimate intention of creating a no-dead-end educational journey which supports the fulfilment of the full potential of each learner. The Learning Support Centre Coordinator is also responsible to foster a climate of genuine collegiality amongst community members, setting the pace through purposeful leadership and active nurturing of a Community of Professional Educators, including through focussed leadership in Centre Development Planning. The core role of the Learning Support Centre Coordinator is to:

i. manage the LSC on a daily basis and ensures the implementation of the Centre's policies and development plans. Also plan and monitors transport routes on a daily basis in close collaboration with Ministry for Education, Sport, Youth, Research and Innovation (MEYR) 's transport section and assign escorts;

ii. being able to create a safe environment built on a positive behaviour approach that is conducive to effective learning;

iii. evaluate, develop and monitor educational support structures and practices for learners with social and emotional behavioural difficulties attending at the LSC;

iv. set up and implement an effective management structure with clearly defined procedures for accountability and reporting framework;

v. work in close collaboration with the education psycho-social and other related professionals, especially, but not limited to the Head of Department – Prefect of Discipline. This also includes close collaboration with key worker assigned with the learner;

vi. collaborate with Education Officers (Inclusive Education), and with other support services and agencies for the provision of educational, social and psychological support to learners and for their inclusion in the mainstream school and the general community;

vii. act as the coordinator of educational programmes for each individual learner identified for services at the respective LSC;

viii. assist identified Schools in creating a positive climate for all community members, which fosters support to students manifesting SEBD, also through an agreed structured referral process which considers preliminary mainstream measures adopted by the schools prior to consideration for services from LSCs;

ix. lead the development, administration and evaluation of educational programmes and experiences for learners creating progression paths for all students also through proactively creating effective links with other community members, educational institutions and the wider society as may be applicable;

x. oversee the development of a differentiated curriculum and individual psycho-educational support plans for learners attending the Learning Support Centres;

xi. lead transition for learners attending LSCs and transitioning to a secondary setting, post-secondary setting, work placement or any other setting. Transition may also include re-integration back to mainstream. Also, work closely with various professionals who can assist in such transitions;

xii. provide opportunities for the training and continued professional development of the Learning Support Centre personnel;

xiii. develop working links with learners' parents or guardians;

xiv. plan, implement and evaluate strategies for the continued development of Learning Support Centres;

xv. participate in case conferences regarding learners with SEBD and collaborate with the school's SMT where these learners attend;

xvi. contribute to the development and implementation of new policies within the Learning Support Centres;

xvii. collaborate with the Director (National Schools Support Services) (NSSS), the Assistant Director (NSSS) and Education Officer (Inclusive Education) to discuss the way forward of the learner's educational programme;

xviii. collaborates with the Director (NSSS) and the Heads of College Networks to set budgets and monitors finances with approved estimates;

xix. holds regular meetings with NSSS management to discuss progress and running of the LSC;

xx. participates in research and projects as required;

xxi. undertakes any other tasks, which the superior may delegate to him/her, as may be required;

xxii. undertakes any other duties which may be updated to meet the requirements of any other area as confirmed by the Permanent Secretary;

xxiii. any other duties as directed by the Principal Permanent Secretary.

A Learning Support Centre Coordinator may be deployed in, National Centres, Colleges, schools, offices or set ups at national level, as managed by MEYR to contribute to the implementation of the individual educational programme of learners with individual needs.