



Learning Support Specialist

Role and Responsibilities

The Learning Support Specialist, through the guidance and direction of the department coordinator will:

- Work with students, both directly and indirectly, in a small group setting, one-to-one setting, and/or within the regular classroom as needed
- Develop student support plans for individualised learning needs, implement the support plans, and update regularly using diagnostic information obtained from assessments
- Employ evidence-based best practices, instructional methods and materials that meet student support objectives
- Consult with teachers, mentors, year leaders and subject-area coordinators for the purpose of student learning progress, and conduct classroom observations to assist in classroom differentiation and accommodations
- Use assessment data to develop explicit learning goals and to identify and implement techniques for student progress
- Provide regular written and oral communication to all stakeholders on student behavior, learning progress, strategies and recommendations, classroom management and behaviour support
- Actively participate and attend department meetings, faculty/staff meetings and committees and carry out non-instructional duties as required
- Commit to continual professional growth, reflective practices, and development of effective teaching practices

Learning Support Department

Philosophy:

The Learning Support (LS) department at The ISH promotes the principle of a balanced education rooted in a model of inclusion that embraces curiosity, connection and compassion. Our philosophy of support celebrates the diversity of learning needs within our international community and guides students towards reaching their academic potential. We take a holistic approach towards developing strategies and evidence-based practices to meet the unique learning needs of the students we serve. Our aim is to inspire personal excellence and self-advocacy in our school community.

Guiding Principles:

- We maintain a holistic approach towards all students we serve.
- We empower our students and staff with tools and strategies to increase student engagement with the curriculum.



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- Based on individual student needs, we identify and reduce barriers to learning by providing accommodations and recommendations in the classroom.
- We encourage an inclusive learning community, inspiring international mindedness, personal development, creative thinking, advocacy and resiliency.
- We ensure that all students have full, equal access to a broad and balanced curriculum in an inclusive environment which delivers high quality opportunities for learning at all levels of attainment.
- We promote student equity regardless of ability and we see individual differences as opportunities for enriched learning.
- We actively participate within the Student Support Team and collaborate with external professionals to assess and identify the needs of students.
- We develop individualised educational plans, monitor and evaluate the implementation of inclusive practices, accommodations and recommendations.
- We promote differentiation and share strategies to help learners access class content.
- We work collaboratively with class teachers to support the learning of all students.
- We invite parents, students, faculty and/or external professionals to engage in developing and working towards achieving individual learning goals.

School-wide Collaboration

The LS department works collaboratively within the Student Support Team (SST), which includes the Wellbeing (WB) and English as an Additional Language (EAL) departments, Senior Leadership Team (SecLT), Admissions, the Health office, Year Leaders (YL), Subject-Area Leaders (SAL) and program coordinators, to support students and teachers in academics, behaviour, and social-emotional development.

Academic Intervention Model

Our Learning Support structure is influenced by the Response to Intervention (RTI) model which includes three levels of support: Tier 1 includes in-class support and workshops focused on prevention and/or intervention; Tier 2 includes targeted, small-group interventions; Tier 3 includes intensive, individualised interventions.

Services may include:

- In-class observations
- Consultation with teachers on differentiation strategies
- Collaboration with parents and/or external professionals on student learning
- Provision of tools and strategies to support learning and engagement
- Specialised student support on a range of topics, including Planning & Organisation, Executive Functioning, Study Skills, etc.
- Remedial support in foundational literacy and math skills
- Implementation of interventions and support for students with specific learning difficulties (SpLD)