



## Supporting Teacher Guideline

### Resource Plan:

Resource plan discussions should commence in April/May to plan for the following school year.

A resource plan may include:

- ❖ Supporting teacher selection process- Candidates apply to the resource position and if accepted are released 50% from their regular teaching post to the supporting teacher role for that school year.
- ❖ Orientation of resource:
  - As per clause 4-2.06 of the Local Collective Agreement: Teacher Council is consulted on the following matters: Item 24 - the criteria for the selection of full time teacher who volunteer to act as supporting teachers.
  - As per clause 8-11.04 of the Provincial Collective Agreement: As regards to the function of the supporting teacher, the teacher must carry out the following duties and responsibilities.
    - As regards to students with special needs, a supporting teacher shall: (as per clause 8-11.04):
      - Provide personalized support, particularly for students entering the secondary level with a one-year delay;
      - Assist students with special needs , particularly those with behavioural difficulties;
      - Provide support (encadrement); in this context, he or she shall provide support to the student with special needs in order to resolve his or her difficulties;
      - Ensure academic follow up and shall support secondary-level students in various facets of school life.
    - As regards to teachers in the school, a supporting teacher shall:
      - Work with the teacher whose students have special needs;
      - Accompany new teachers or teachers needing support with their duties, such as classroom management, creation of adapted material, adaptation of teaching methods, prevention and early intervention.
- ❖ Current students receiving resource support
- ❖ Potential students that may require resource support
- ❖ Resource grouping
  - One on one
  - Small group
  - In class support
- ❖ Resource model
- ❖ Resource schedule

## Resource Models<sup>1</sup>:

The **In-Class** resource model can include:

- ❖ Co-teaching
- ❖ Working with student(s) in the classroom setting- one on one and/or small groups.

The **Pull-Out** resource model can include:

- ❖ One on one instruction
- ❖ Small group remediation

### **Who gets services?**

As students with special needs, a supporting teacher shall: (as per clause 8-11.04 p.145-146 of the provincial agreement):

- ❖ Provide personalized support, **particularly for students entering the secondary level with a one-year delay;**
  - Sec Cycle I - Sec I and Sec II<sup>2</sup>
- ❖ Assist students with special needs, **particularly those with behavioural difficulties;**
  - Support in various subject areas;
  - Organizational skills/executive functioning (e.g. locker, agenda, binders, supplies, punctuality, plan assignments/projects/time management, checking on current work/progress, stay in class plan, etc.);
  - Link to services in the school/community;
  - Communication with stakeholders (principal, special education technician, attendants, teachers, parents).
- ❖ Provide support (encadrement); in this context, he or she shall provide support to the student with special needs in order to resolve his or her difficulties;
- ❖ Ensure academic follow up and shall support secondary-level students in various facets of school life.

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<sup>1</sup> Resource model could be in class support, pull out and/or a mix of both.

<sup>2</sup> In the case of senior high school, this could mean Sec III, IV or V students.