



Roles and Responsibilities of Teachers /Education Assistants

Guidelines for Best Practice

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Disclaimer: This document is only intended to serve as a guide to best practice. It is intended to be fluid and organic and may change over time. Any changes must be approved by all parties (STA, CUPE, PVPA and the employer, SD#62). Please note, conditions of work ultimately fall to each groups respective CBA.

Special Education policy, procedures and guidelines

The following excerpts are taken from the Ministry of Education Manual of Policies, Procedures, and guidelines for Special Education Services (Section B.3):

“The teacher responsible for a student with special needs is responsible for designing, supervising, and assessing the educational program for that student.”

“Teachers are expected to design programs for students with special needs. Education assistants play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Under the direction of a teacher they may play a key role in implementing the program.”

“While education assistants may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.”

Collective agreements

Teachers and education assistants are covered by collective agreements between the unions and employer that represent them and the employer. Many of these agreements have provisions that set out some conditions relevant to roles and responsibilities. Collective agreements must be followed and take precedence.

Teachers and education assistants working relationships: General responsibilities

Inherent in the School Act and Special Education Policy, Procedures and Guidelines is the teacher’s responsibility for designing, implementing, and evaluating the educational program, and the education assistant’s role to assist teachers in this responsibility. Both the teacher and the education assistant facilitate the inclusion of students with special needs. It is their joint role to encourage the student to become an independent learner and member of the classroom, school, and community.

In order to foster a co-operative, respectful working relationship, education assistants need to be aware of those responsibilities that are specific to teachers.

Similarly, teachers need to be aware of job descriptions and the parameters of the responsibilities of the education assistants.

To provide effective support for students with special needs, teachers and education assistants work together and share responsibility to:

- Develop a positive, respectful working relationship.
- Meet standards of professional and ethical conduct in relation to students, parents and colleagues.
- Advocate for conditions of success for students with special needs.
- Advocate for the protection of legal and human rights of students and their families.
- Follow guidelines established by the school/district to protect the safety and well-being of children and youth.
- Maintain positive, supportive, professional relationships within the education community.

Specific responsibilities

The following are some specifics of the roles and responsibilities of teachers and education assistants, and some roles and responsibilities that they share.

Designing programs and planning and organizing learning experiences for students with special needs.

IS/CLASSROOM TEACHER	BOTH	EDUCATION ASSISTANT
<ul style="list-style-type: none"> • Designs instructional programs. • Develops IEPs. • Identifies responsibilities of individual members of student specific support teams in terms of participating in the development, implementation, and monitoring of the programs as described in the IEP. 	<ul style="list-style-type: none"> • Discuss learners’ strengths and weaknesses and consider best possible areas of program focus. • Attend program planning meetings, based on school and district policies, to assist with developing IEPs and transition plans for children and youth with special needs. 	<ul style="list-style-type: none"> • Shares relevant information about the performance and behaviour of individual learners to support IEP goals, transition, and program design.
<ul style="list-style-type: none"> • Plans learning activities. 	<ul style="list-style-type: none"> • Discuss objectives and goals for understanding • Discuss and clarify, on a regular basis, the ways in which the education assistant can assist the teacher with instructional programs, 	<ul style="list-style-type: none"> • Gathers relevant information through working with student or students to provide feedback into the planning process.

	classroom management, and expectation setting for students.	
<ul style="list-style-type: none"> Determines appropriate modifications and adaptations in line with IEP goals. 	<ul style="list-style-type: none"> Discuss adaptations and modifications to curriculum and resource materials. 	<ul style="list-style-type: none"> Produces materials and implements strategies approved by teachers to accommodate individual learner needs/styles during work hours.
<ul style="list-style-type: none"> Identifies the appropriate instructional learning resources. Advocates for the appropriate instructional learning resources. 	<ul style="list-style-type: none"> Discuss what instructional learning resources are needed to reach IEP goals (e.g. flash cards, social stories, abacus, etc.). 	<ul style="list-style-type: none"> Assists with input for development of instructional learning resources.
<ul style="list-style-type: none"> Reviews and reinforces learning activities for concept and skill development. 	<ul style="list-style-type: none"> Review learning resources together to clarify and share experiences and expectations. 	<ul style="list-style-type: none"> Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills.
<ul style="list-style-type: none"> Develops school-based learning goals for individuals and groups. 	<ul style="list-style-type: none"> Plan activities to meet goals. 	<ul style="list-style-type: none"> Assists students with learning activities and/or independent study projects developed by teacher/team. Monitors and reports to teacher/team on implementation of the program.
<ul style="list-style-type: none"> Designs learning and skill development goals for worksites and other community-based settings. 	<ul style="list-style-type: none"> Plan activities to meet goals. Share resources and concerns. 	<ul style="list-style-type: none"> Supports learning and skill development activities in worksite and community-based settings.
<ul style="list-style-type: none"> Provides the education assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students. 	<ul style="list-style-type: none"> Discuss and clarify classroom management structure, discipline plan, and expectations for students. 	<ul style="list-style-type: none"> Carries out work within developed structures and plans, being consistent with expectations for students.

Implementing programs for students with special needs: Delivery of service

IS/CLASSROOM TEACHER	BOTH	EDUCATION ASSISTANT
<ul style="list-style-type: none"> Instructs, supervises, and facilitates student learning. 	<ul style="list-style-type: none"> Discuss successful practice with goals in mind (e.g. IEP, behaviour plan, safety plan, etc.). 	<ul style="list-style-type: none"> Facilitates student learning individually and in small groups.
<ul style="list-style-type: none"> Develops individualized, appropriate, behavioural program. 	<ul style="list-style-type: none"> Discuss specific philosophy, techniques, strategies, and appropriate language. 	<ul style="list-style-type: none"> Implements the techniques and strategies as discussed. Documents, monitors, and reports to teacher/team on implementations of the program.
<ul style="list-style-type: none"> Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations. 	<ul style="list-style-type: none"> Discuss specific techniques, strategies, and appropriate language. 	<ul style="list-style-type: none"> Implements specific techniques, strategies, and appropriate language as discussed and/or demonstrated.
	<ul style="list-style-type: none"> Discuss and identify workplace settings and requirements with Principal 	

Assessing, evaluating, reporting and recording student progress

IS/CLASSROOM TEACHER	BOTH	EDUCATION ASSISTANT
<ul style="list-style-type: none"> Ensures assessment and learner profiles are current. 	<ul style="list-style-type: none"> Discuss information. 	<ul style="list-style-type: none"> Carries out functional (informal) assessment activities to assist the teacher in developing learner profiles.
<ul style="list-style-type: none"> Convenes/attends meetings of student specific support team within a teacher's instructional hours and EA's regular work hours. 	<ul style="list-style-type: none"> Discuss information with the entire team. 	<ul style="list-style-type: none"> Attends meetings of student specific support team during regular work hours.
<ul style="list-style-type: none"> Evaluates progress according to goals of IEP. 	<ul style="list-style-type: none"> Exchange and discuss information. 	<ul style="list-style-type: none"> Observes and documents learner strengths, achievements, and needs through daily

		<p>learning activities.</p> <ul style="list-style-type: none"> Assists in the collection of data for the purpose of evaluating student progress.
<ul style="list-style-type: none"> Reports to parents <ul style="list-style-type: none"> (a) informal, ongoing, and (b) formal, written reports. 	<ul style="list-style-type: none"> Discuss relevant confidential information. 	<ul style="list-style-type: none"> Provides information to teacher for home/school formal/informal communications. No direct communication to parents regarding such things as program and assessment
<ul style="list-style-type: none"> Maintains required school, school district, and provincial records. 	<ul style="list-style-type: none"> Clarify data requirements. 	<ul style="list-style-type: none"> Assists in maintaining learner records required by school, school district, or provincial policy.

Developing supportive environments: For learners, their families, school and district staffs

IS/CLASSROOM TEACHER	BOTH	EDUCATION ASSISTANT
<ul style="list-style-type: none"> Documents and shares workplace concerns. 	<ul style="list-style-type: none"> Discuss concerns to facilitate early problem solving through informal and regularly scheduled meetings during the workday. 	<ul style="list-style-type: none"> Documents and shares workplace concerns with the teacher and administration as needed.
<ul style="list-style-type: none"> Remains current in school, district, and provincial policies and procedures as made known by the district Reviews and monitors that policies are being implemented. Shares information. 	<ul style="list-style-type: none"> Follow guidelines established by the school/district to protect the safety and well-being of children, youth, and staff. 	<ul style="list-style-type: none"> Remains current in school, district, and provincial policies and procedures as made known by the district Reviews and monitors that policies are being implemented. Shares information.
<ul style="list-style-type: none"> Shares relevant student-related information on behaviour, social, emotional, and physical health subject to privacy regulations. 	<ul style="list-style-type: none"> Maintain confidentiality. Request that appropriate health or other training is provided to support staff. Support occupational and physiotherapists, 	<ul style="list-style-type: none"> Carries out personal and health care routines as directed. Carries out specific procedures only if appropriately training has been provided by accredited health professionals

	<p>speech-language pathologists, vision and hearing-impaired specialists, and nurses in the delivery of required services.</p> <ul style="list-style-type: none">• Follow established protocol and collective agreements regarding administration of medicine and /or medical procedures.	<ul style="list-style-type: none">• Follows all established reporting procedures.
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