

Inclusion Support Teacher

Functions

This position is an opportunity for teachers with current training and experience in providing Tier 2 & 3 intervention and support for students with diverse needs. Students served by this teacher will have been identified as having additional needs by the School-Based Team. This may include students who have learning difficulties; require enrichment; and/or English Language Learners.

Teachers in this area are committed to inclusion and consult with school-based, district and outside agency personnel, and parents. They provide a coordinated and integrated set of supports for students which include:

Collaborative Planning and Coordination:

- Plays an active role in the identification, assessment, planning, implementation, reporting and evaluation process;
- Develops, implements and oversees Inclusive Education Plans (IEPs) for students;
- Is an active member (may Chair) the School-Based Team
- Provides collaborative consultation; assists with pre-referral interventions and works closely with teachers and the school-based team to plan for, organize, and access supports and interventions for students with diverse needs;

School-based consultation:

- Collaborates with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials
- Advises teachers concerning Tier 1 supports for classroom environments;
- Consults with parents and students regarding learning strategies and organizational skills
- Consults with district and community resource personnel;
- Provides collaborative planning and co-ordination with the school-based team
- Provide direction & support to the Education Assistants working with these students

Direct Instruction:

- Supports students to develop learning strategies and compensatory skills to build success and independence in learning;
- Provides intensive, individualized instruction for academic skills;
- Integrates the use of technology to support teaching and learning and/or communication

Assessment and evaluation to Level B:

- Provides criterion-referenced or norm-referenced assessment as appropriate, to answer questions about how to best provide instruction or support;
- Provides systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours
- Creates a synthesis of information from parents, student records, other service providers and health-related information to aid in the assessment process
- Conducts in-depth interviews with students to determine their knowledge of personal learning needs and strategies

Broad Qualifications

- Certification through The Teacher Regulation Branch
- Graduate Diploma in Inclusive Education or equivalent coursework with a focus on successful interventions for students who have complex learning and behavioural challenges

or

- A Master's Degree in Inclusive Education or related discipline

Additional Requirements

- Current training and/or experience in the use and application of:
 - Inclusive classroom practices
 - Working with adaptive technology
 - Program planning and assessment of students with complex communication and functional needs (e.g. students with autism or moderate to profound intellectual disabilities)
 - Tier 1 interventions; differentiated classroom strategies
- Training in the administration of Level B Assessments
- Demonstrated ability to create individualized educational programs for students with complex communication or functional programming needs
- Demonstrated ability to work successfully with students with complex and challenging learning and behavioural needs
- Demonstrated ability to build effective teams for students with complex and challenging learning and behavioural needs
- Demonstrated ability to adapt and modify curriculum for learners with diverse learning needs, within inclusive classroom settings

Additional Requirement for Elementary settings:

- A minimum of five years successful classroom teaching experience at the elementary level.

Additional Requirement for Secondary settings:

- A minimum of five years successful classroom teaching experience at the secondary level.

Additional Requirement for Bilingual settings:

- Academic-level fluency in oral and written French