

**Position: Learning Assistance Teacher**

**Functions**

**Purpose**

Learning assistance services are school-based, non-categorical special education services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and behaviour.

**Description of Services**

Learning Assistance Teachers:

- provide a co-ordinated and integrated set of support services that include school-based consultation, collaborative planning and co-ordination with school-based team, learning services team, and instruction
- provide assessment and evaluation to Level B Educational and Psychological Tests.
- help to organize, maintain, and integrate services in the school and, as part of a school-based team, provide the major link with more specialized services available in the school or support services available at the district level.

Instructional services include:

- teaching students to develop learning strategies for use in classroom settings or for independent learning;
- skill development or remediation; and
- development of compensatory skills to minimize the effect of a disabling condition on learning.

Consultative services include:

- collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students;
- consulting with parents and students regarding learning strategies and organizational skills;
- consulting with district and community resource personnel.

Assessment support may include:

- criterion-referenced or norm-referenced assessment (Level B assessment tools: KTEA-II, WIAT-II, WJ-III) as appropriate to answer questions about how best to provide instruction or support.
- systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours;
- synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process; and
- in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies.

Adapted from the BC Ministry of Education SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES Section D. 1 Learning Assistance Services

Employment Requirements	Professional Certification	Membership in the BC Teacher Regulation Branch
	Education and Training	<p>Learning Assistance Teachers presently in the employ of the Board must have:</p> <p>A Bachelor of Education degree or equivalent</p> <p>A Diploma in Special Education or equivalent</p> <ul style="list-style-type: none"> <li>9 units designated by an accredited university as special education classes or equivalent studies acceptable to the Director of Student Support Services in the following areas: Foundations of Special Education Social, Emotional, &amp; Behavioural Needs Assistive Technology Collaborative Planning for Student Success Adapting and Modifying Curriculum Literacy &amp; Numeracy Foundations &amp; Exemplary Practices Individual Assessment Using Level B Standardized Measures</li> <li>6 additional units from the following areas: <ul style="list-style-type: none"> <li>a. Autism Spectrum Disorders</li> <li>b. Fetal Alcohol Spectrum Disorders</li> <li>c. Special Educational Needs in the Classroom</li> <li>d. The Inclusive Classroom: The Special Needs Learner</li> <li>e. Instructional Design: Special Education Needs in the Classroom</li> </ul> </li> </ul>
	Additional Requirements	<p>A minimum of two years successful classroom teaching experience preferably at the level (elementary, middle or secondary) that the learning assistance teaching assignment will support</p> <p>An ability to function in French and English in schools which offer French Immersion and/or Program Cadre</p> <p>Competency in use of assistive technology, specialized educational technology, computerized IEP software applications such as IEPMaker, SSDAS IEP Module</p>

Where a fully qualified Learning Assistance Teacher is not available for appointment, preference will be given to candidates with partial qualifications plus a written commitment to complete the requirements within an agreed upon length of time.