



Resource Teacher

Position Summary:

Resource Teachers play a key role in fostering inclusive education by collaborating with school staff, families, and community partners to increase opportunities for success for all learners. They provide specialized instructional and consultative support through assessment, individualized program planning, and coordination of resources, ensuring every student can access and participate in the regular school program.

Resource Teachers reflect on their instructional practices by reviewing and analyzing teaching methods, sharing specific examples, and recommending strategies that foster inclusive education. Their approach aligns with Manitoba Education's definition of inclusion, ensuring all students are valued, supported, and fully engaged in school life.

General Accountability:

The Resource Teacher is responsible for planning, delivering, and evaluating a school-based resource program that is fully integrated with the school's educational plan and aligned with Manitoba Education policy.

- Provide comprehensive resource and student support services within the school and division.
- Plan and implement programming that responds to diverse student strengths and needs using a team approach.
- Maintain strict confidentiality in all records, communications, and student-specific planning.
- Work in accordance with the Public Schools Act, Appropriate Educational Programming Regulations, and Park West School Division policies.
- Build and sustain positive, productive relationships with students, families, colleagues, and community service providers.



Focus of School and Divisional Resource Programs:

In Park West School Division, comprehensive resource and student support services are:

- Student-centred and flexible, offering a continuum of supports from classroom-based strategies to individualized interventions.
- Data-driven, using regular and systematic assessment to identify student strengths and needs.
- Collaborative, integrating input from students, parents/guardians, teachers, and administrators.
- Responsive, continually adapting plans and instruction to reflect changing student needs.
- Inclusive, supporting participation and learning in the least restrictive environment possible.
- Collaborative, continuously improving plans based on input from students, parents, and teachers, and works collaboratively with educators and administrators to support inclusive education in alignment with Manitoba Education guidelines.

Specific Duties and Accountability:

Domain 1: Planning and Preparation

- **Demonstrates knowledge and skill in the resource area:** Demonstrate current knowledge of inclusive practices, curriculum, and assessment; hold valid Manitoba Teaching Certificate (Special Education qualification preferred).
- **Establishes goals for the resource program:** Establish clear, measurable goals for the resource program in consultation with administrators and teachers.
- **Demonstrates knowledge of provincial regulations and guidelines:** Apply thorough knowledge of provincial regulations, student services guidelines, and divisional policies.
- **Demonstrates knowledge of resources:** Identify, organize, and share instructional and community resources to support students and staff.
- **Plans the resource program:** Develop and review a coherent school resource plan that integrates with classroom programming.
- **Develops a plan to evaluate the resource program:** Design and implement a plan for evaluating the effectiveness of resource services.

Domain 2: The Environment

- **Establishes rapport with students:** Build trusting relationships with students that promote confidence and independence.
- **Organizes time effectively:** Manage time effectively, communicating schedules to students and staff.



- **Establishes and maintains clear procedures for referrals:** Maintain clear, collaborative procedures for accessing resource support and conducting assessments.
- **Supports staff:** Provides accessible and collaborative resource support by clearly communicating how staff can request assistance.
- **Establishes standards of conduct in the resource room:** Establish and model high standards of conduct and a positive, inclusive atmosphere in the resource setting.
- **Organizes physical space for the resource room:** Organize learning spaces and materials to be welcoming and accessible.

Domain 3: Delivery of Service

- **Responds to support requests referrals and evaluates student needs:** Respond promptly to requests for support and conduct thorough assessments using formal and informal tools.
- **Develops and implements student program plans to maximize students' success:** Collaboratively develop and implement Individual Education Plans (IEPs), Behaviour Support Plans, and transition plans.
- **Communicates with families:** Communicate respectfully and proactively with families, honouring cultural diversity.
- **Collects information; note taking writes reports:** Collect, analyze, and share student data to guide programming and report progress.
- **Demonstrates flexibility and responsiveness:** Demonstrate flexibility by adapting strategies based on feedback and student response.

Domain 4: Professional Responsibilities

- **Reflects on practice:** Reflect on practice and use evidence to improve instruction and service delivery
- **Collaborates with teachers and administrators:** Collaborate actively with teachers, administrators, divisional clinicians, and community agencies.
- **Maintains an effective data-management system:** Maintain an efficient and confidential data-management system for student records and plans.
- **Participates in a professional community:** Participate in and contribute to school and divisional professional learning communities.
- **Engages in professional development:** Engage in ongoing professional development and share expertise with colleagues.
- **Shows professionalism, including integrity, advocacy, and maintaining confidentiality:** Uphold the highest standards of integrity, advocacy, and confidentiality.