



General Information

Position Title: Resource Teacher
Reports To: Associate Principal, Principal
Direct Reports: N/A
Date: April 2018

About Kahnawà:ke Education Center

The mission of the Kahnawà:ke Education Center is to provide the children who live in Kahnawà:ke with a solid and well-rounded education laying the foundation for their future careers. The mission of KEC is carried out by the Kahnawà:ke Combined Schools Committee (KCSC) as well as the administrative arm of KEC. The KEC is responsible for the operation and support of three schools in the Kahnawà:ke community and post-secondary administration.

Position Summary

The role of the Resource Teacher is to provide preventative and remedial program and services to students and supports the teachers and teacher's assistants. The Resource Teacher assess individual student achievement in order to determine the most appropriate teaching strategies and to develop individualized education plans (IEP) for special needs students.

Key Responsibilities

Responsibility 1: Student Achievement Assessment (25%)

- To assess all new students (formally and informally).
- To take an active part in transition meetings at the end of the school year to ensure a smooth transition of student files.
- To administer standardized achievement tests, analyze results and determine key elements of the IEPs.
- To enter scores and details of IEPs into the database.
- To create reports for teachers concerning special needs students and advise on an appropriate course of action (no service, informal strategies or create formal IEPs).
- To determine the priorities in collaboration with the associate principal and to respond to urgent cases in a timely manner.

Responsibility 2: Remedial Services – Intervention (50%)

- To create academic, behavioral and developmental IEPs.
- To provide high-quality remedial services to students, either individually or in a group on regular basis as per their IEP's.
- To re-teach and reinforce concepts as appropriate, ideally within the classroom to ensure students are not falling behind further.
- To work in collaboration with other student services professionals to deliver best program/support for the students.
- To monitor the IEPs, ensure plans are in place and all concerned are fulfilling their responsibilities (teachers, TA's, other specialists, parents, etc.).
- To effectively communicate with students, parents, student services, staff members and teachers at all stages (prevention, intervention, implementation and, follow-up).
- To ensure confidential files are in order and all supporting documents are kept in files.



Responsibility 3: Prevention and Teacher's Support (25%)

- To put measures in place that monitor students achievement and wellbeing in order to prevent students needing special services support.
- To research best practices, up to date methodologies, keep up with best practices and to provide all this information to teachers and TA's (academic as well as behavioral).
- Based on the assessments, to advise teachers of principal areas of focus for each new group/class.
- To provide teachers with relevant materials, resources and strategies to best support special need students.
- To assist in curriculum adaptations and modifications (for both - gifted and at-risk students).
- To provide regular ongoing support to teachers through weekly meetings.
- To act as a liaison between the classroom team and the student services team.
- To attend parent/teacher nights and provide effective feedback.

Skill & Competency Requirements

Core Competencies:

The necessary core competencies for this position include:

- Strong leadership, team building, organization, and negotiation skills
- Strong interpersonal communication skills and competence in conflict resolution
- Ability to demonstrate sound judgment when providing services to students with diverse or special needs and their families

Technical Competencies:

Required technical competencies for this position include:

- Expertise in the use and interpretation of assessment tools used to evaluate students with special needs

Education, Knowledge & Experience

- Master's degree in Education or equivalent (preferable) or Bachelor's degree in Education or equivalent with specialization in special education
- Minimum of 5 years of special education experience
- Knowledge of administering and interpreting achievement tests
- Knowledge of best practices in inclusive education
- Complete proficiency in English language.
- Proficiency in Kanien'kéha language and French language is an asset.