

## Teachers and Education Assistants – Joint Working Arrangements

Teachers are responsible for designing, supervising and assessing the educational program for students with diverse learning needs.

Education Assistants (EAs) play a key role in many programs for students' with diverse learning needs and perform functions which range from personal care to assisting the teacher with instructional programs. Under the supervision of a teacher, the EAs play a key role in implementing inclusive and differentiated educational programs.

While EAs may assist in the collection of data for the purpose of evaluating student program, the teacher is responsible for evaluating and reporting on the progress of the student to parents.

The *Roles and Responsibilities of Teachers and EAs* are outlined in the following table. More information is available in the BCTF/CUPE Joint paper at [www.bctf.ca](http://www.bctf.ca) or [www.cupe.bc.ca](http://www.cupe.bc.ca)

### Roles and Responsibilities of Teachers and EAs

Teacher	Shared	Education Asstants
<ul style="list-style-type: none"> <li>-Designs instructional program.</li> <li>-Develops IEPs.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss learners' strengths and weaknesses and consider best possible areas of program focus.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Shares relevant information about the performance and behaviour of individual learners to support IEP goals, transition, and program design.</li> </ul>
<ul style="list-style-type: none"> <li>-Plans learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss objectives and goals.</li> <li>-Discuss and clarify, on a regular basis, the ways in which the teacher assistants can assist the teacher with instructional programs,</li> </ul>	<ul style="list-style-type: none"> <li>-Gathers relevant information through working with student or students to provide feedback into the planning process.</li> </ul>

	classroom management, and expectation setting for students.	
-Determines appropriate modifications and adaptations in line with IEP	-Work together to adapt curriculum and resource material.	-Adapts strategies to accommodate individual learner needs/styles.
-Provides instructional learning resources. -Monitors and advocates for the appropriate resources necessary for the EA to carry out their duties.	-Collaborate in setting priorities for learning resource development.	-Assists with development of instructional learning resources
-Reviews and reinforces learning activities for concept and skill development.	-Review learning resources together to clarify and share experiences and expectations.	-Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills.
-Develops school-based learning goals for individuals and groups.	-Plan activities to meet goals. • 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.
-Designs learning and skill development goals for worksites and other community-based settings.	-Plan activities to meet goals. -Share resources and concerns.	-Supports learning and skill development activities in worksite and community based settings.
-Establishes work plan priorities.	-Review plan daily and weekly -Set consultative meeting times.	Follows priority plan. -Keeps teacher up to date on the implementation of the program.
-Provides the teacher assistant with the requisite information regarding the classroom management	-Discuss and clarify classroom management structure, discipline plan, and	-Carries out work within developed structures and plans, being consistent with expectations for students.

structure, discipline plan, and expectations for students.	expectations for students.	
-Instructs, supervises, and facilitates student learning.	-Discuss successful practice with goals in mind (e.g. IEP, behaviour plan, safety plan, etc.).	-Facilitates student learning individually and in small groups.
-Develops individualized, appropriate, behavioural program. -Models techniques for EAs to use in providing instructional and behavioural assistance.	-Discuss specific philosophy, techniques, strategies, and appropriate language.	-Implements the techniques and strategies as discussed. -Documents, monitors, and reports to teacher/team on implementation of the program.
-Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations.	-Discuss specific techniques, strategies, and appropriate language.	-Implements specific techniques, strategies, and appropriate language as discussed and/or demonstrated.
-Seeks assistance of principal to provide a workplace for the teacher assistant.	-Discuss and identify workplace settings.	-Monitors effectiveness of workplace settings and reports to teacher and/or principal.
-Communicate formal and informal student progress with parents	-Discuss shared information about student growth and challenges	EA may communicate with parents at the specific direction of the teacher