

PREFACE

Purpose and Audience

Manitoba Education and Advanced Learning developed the document *Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools* to assist resource teachers in supporting appropriate educational programming in Manitoba schools. This support document is intended for resource teachers and other educators working in an inclusive school environment to address the diverse needs of all students from Kindergarten to Grade 12. It is not a policy document.

Rather than focusing on all the roles and responsibilities resource teachers may be required to fulfill, this practical resource is intended to identify the universal roles and responsibilities common to resource teachers in Manitoba schools. School principals and school division administrators may find this document a valuable tool when determining the universal roles of resource teachers assigned to their schools.

Background

In this handbook, the term *resource teachers* refers to educators who support students with exceptional learning needs. These educators may include, but are not exclusive to, the following:

- resource teachers (full or part time)
- student services teachers
- learning support teachers
- special education teachers

It is important to recognize, of course, that educators work as collaborative team members. Educational planning for all students begins with a [core team](#) (see page 10 of Manitoba Education, *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans [IEPs]*). This core team includes the student, the student's parent(s), and the student's classroom teacher(s). In this document, the term *parents* refers to parents, legal guardians, or others who have responsibility for caring for students. All members of the student's core team and [in-school team](#) (see page 11 of *Student-Specific Planning*) share information and participate in identifying appropriate educational outcomes and ways of attaining these outcomes. This document provides all team members with useful information.



Suggested Resources

Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. Winnipeg, MB: Manitoba Education, 2010. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.

Using This Document

Document Content and Organization

This handbook contains the following sections:

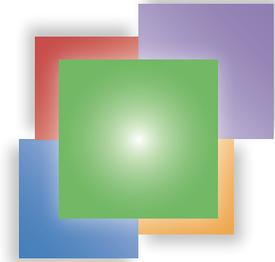
- The **Preface** explains the purpose, audience, content, and organization of this document.
- **Part 1: The Manitoba Educational Context** addresses the provincial context in which resource teachers work to support appropriate educational programming in an inclusive school environment. It introduces four service delivery models that support Manitoba's philosophy of inclusion: the consultative-collaborative model, co-teaching model, response to intervention model, and universal design model. Schools/school divisions may employ one model or a combination of models.
- **Part 2: Universal Roles and Responsibilities of Resource Teachers** focuses on the universal responsibilities common to resource teachers within their school-based roles in any school/school division. The primary role of resource teachers in an inclusive school environment is to support classroom teachers and students for the benefit of students. Other secondary roles of resource teachers may include leadership, management, and other duties that enhance their support of classroom teachers and students.
- The **Appendices** provide additional information (referred to in Part 2 of this document) that may be beneficial to resource teachers.
- The **Toolbox** contains samples, forms, and templates that are referred to in Part 2 of this document.
- The **Glossary** defines terms that are used throughout this document.
- The **Bibliography** consists of resources consulted and cited in the development of this document.

Hyperlinks

In the online version of this document, certain terms are hyperlinked, allowing readers to click on them to access online resources for more information. Many of these resources consist of documents produced by Manitoba Education and Advanced Learning.

Guide Graphics

The following guide graphics are used throughout this document to draw the reader's attention to specific topics and resources.

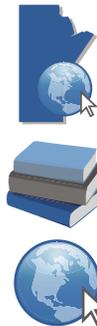


Universal Roles and Responsibilities

This diagram is a visual representation of the universal roles and responsibilities of resource teachers: teacher support, student support, leadership, management, and other duties. Part 2 of this document discusses these roles and responsibilities.

Suggested Resources and References

This document cites



- provincial acts and regulations
- provincial education resources produced by Manitoba Education and Advanced Learning and by other departments
- print resources
- links to online resources

All the resources are cited in the Bibliography.



Examples

Examples are provided to clarify concepts.



Reflection Questions

Resource teachers are encouraged to reflect on their own practice.



Appendices

The Appendices contain additional information related to Part 2 of this document.



Toolbox

The Toolbox provides specific tools, such as samples, forms, and templates, related to Part 2 of this document.