



LEARNING DISABILITIES RESOURCE TEACHER
Programs and Student Services

Scope of Responsibilities

The Learning Disabilities Resource Teacher, working in a collaborative team environment, will provide direct support to students with learning disabilities, or students who are not yet reading at grade level despite interventions like Reading Recovery and Early Literacy Support. The Learning Disabilities Resource Teacher ensures the Public Schools Program, curricula, Inclusive Education Policy and Special Education Policy are implemented in a way that maximizes student learning experiences and is responsible for the instruction and evaluation of all students within the assigned caseload. The Learning Disabilities Resource Teacher will work with classroom teachers, Resource Teachers, Teaching Support Teams and Student Planning Teams to design small group instruction that maximizes student learning. The Learning Disabilities Resource Teacher will demonstrate a strong commitment to student success planning in support of student learning and well-being and reports to directly to the site Principal and is assigned work by the Coordinator, Student Services.

Competencies Required

The Learning Disabilities Resource Teacher shall have the following competencies:

- (a) The ability to work collaboratively in a team environment;
- (b) The ability to work and communicate effectively within the Halifax Regional Centre for Education, with administrators, students, parents/guardians, community members and external groups such as government agencies;
- (c) The ability to address the learning styles of students with learning disabilities through direction intervention;
- (d) The ability to utilize and implement problem solving techniques, strategies, activities and techniques for promoting the academic and social performance of students with learning disabilities;
- (e) The ability to plan small group instruction for targeted learning outcomes;
- (f) The ability to implement effective and equitable strategies, activities and techniques for promoting student performance based on students' prior knowledge and experiences;
- (g) The ability to assess learning outcomes, in collaboration with the classroom and resource teachers, using various methods to monitor the effectiveness of teaching strategies;
- (h) The ability to maintain an up to date knowledge and understanding of and work within provincial and regional policies, guidelines and procedures relating to this area of specialty;
- (i) The ability to utilize current technologies as it relates to special education;
- (j) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights and diversity;
- (k) An understanding and commitment to inclusive schooling;
- (l) Engages in continuing education and skills upgrading;
- (m) The ability to maintain and promote confidentiality.

Qualifications

- (a) A valid Nova Scotia Teachers Certificate;
- (b) A relevant Master of Education degree (i.e. Literacy, Diverse Learners) or equivalent;
- (c) Minimum five (5) years teaching experience;
- (d) Completion of LIPS Lindamood Bell® training and/or Orton Gillingham training;
- (e) Wilson Foundations and/or Wilson Word Reading System (WRS) considered an asset.

Specific Job Components

The Learning Disabilities Resource Teacher shall perform tasks as are assigned by the Coordinator, Student Services. These tasks may vary from time to time with the evolution of the organization and may include, but are not limited to, the following:

- (a) Provide daily small group instruction to identified students on caseload through the MTSS framework;
- (b) Possess and demonstrate knowledge of a variety of learning styles and know how they affect the learning of students with learning disabilities;
- (c) Contribute to the assessment of students with learning disabilities;
- (d) Share the responsibility of interpreting and reporting assessment results and other pertinent information with parents, teachers, administrators and other professionals;
- (e) Assist teachers in selecting and adapting teaching strategies and resources to align with strengths, challenges and interests of students with learning disabilities;
- (f) Work collaboratively with administrators, teachers, parents and students in the design, implementation and review of individual program plans;
- (g) Maintain ongoing collegial support through professional support sessions;
- (h) Other duties as assigned.