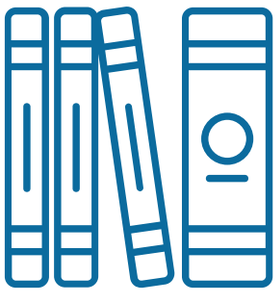
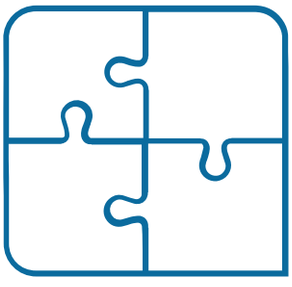
The Role of the Elementary Remedial* Teacher

An Information Document for English School Boards



Teach

Support



Collaborate

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This information document outlines the role of the Elementary Remedial Teacher and provides additional resources to further support that role.

***Please note: Elementary Remedial Teacher is the correct term according to the Provincial Collective Agreement. However, this teacher is often referred to as a *Resource* Teacher.**

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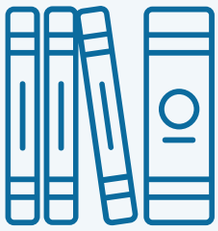

Introduction to the document

This information document outlines the role of the Elementary Remedial Teacher in the English sector. It is the result of various consultations and a collaborative partnership between Advancing Learning in Differentiation and Inclusion Coordinator (ALDI) and a the Québec Provincial Association of Teachers (QPAT). The document is divided into three main sections: teach, support, and collaborate. Each section represents a key component of the role.

Remedial support is an important elementary teaching resource provided by English school boards in Québec.[1] Remedial teachers provide learning support for at-risk students and students with handicaps, social mal-adjustments or learning difficulties, as well as teaching support for teachers in inclusive classrooms.[2] The purpose of this document is to clarify the role of the elementary remedial teacher and to provide additional resources so that students and teachers can fully benefit from this support.

The creation of this document is based on resources and legislation that govern our education system, notably:

- The Education Act
- MEQ documents
- The Provincial Collective Agreement

For efficient access, all referenced documents and their web links have been included in the References and Additional Resources section. Various terms have been marked with an asterisk (*) and defined in the Glossary.
This has been done to support a common understanding of the terms used.

Examples of how this document may be used include:

- To maximize the effectiveness of resource as a learning support service for students.
- As part of a presentation to clarify the role of the remedial teacher.
- As a conversation starter to help define collaborative teaching roles.
- To complement school board resources (handbook, policy) aimed at supporting the student with special needs.
- To guide new teachers or teachers new to the role.
- To discuss the orientation of this learning support service at the school level via the Teacher Council

For further information or support:
https://blogs.learnquebec.ca/aldi/contact-us/
info@qpat-apeq.qc.ca

1 Appendix XXIX of the 2020-2023 Provincial Collective Agreement (PCA)
2 PCA 2020-2023

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To teach students with various learning needs

Using methods for early intervention and prevention

The remedial teacher can:

- Use instructional models that have been proven to be effective with at-risk students and students with special learning needs.
  - Explicit Instruction
  - Strategic Teaching
  - Reciprocal Teaching
  - Peer-Assisted Learning Strategies[1]

Effective early interventions for Preschool and Grade 1:

- Universal and targeted prevention activities[2]
- Screening, early intervention, and prevention[3]

Using specific research-based interventions

The remedial teacher can:

- **Recognize** manifestations of possible learning difficulties that may become evident during reading, writing and/or mathematics.[4]
- **Plan,** in collaboration with classroom teachers**,** to instruct using various resource models that are appropriate for diverse learning needs[5]
- **Implement** remedial interventions for students with learning difficulties.[6]
- **Remain current** in the area of special education and share evidence based practices with classroom teachers.[7]

1 QPAT Referential: Special Needs Guide for Teachers in the English Sector
2 MEQ Preschool Cycle Program 2021
3 2020-2023 PCA; 8-9.01a)
4 QPAT Referential: Special Needs Guide for Teachers in the English Sector
5 Sir Wilfrid Laurier School Board Special Needs Policy (established in collaboration with Laurier Teachers Union)
6 QPAT Referential: Special Needs Guide for Teachers in the English Sector
7 SWLSB Special Needs Policy (established in collaboration with LTU)

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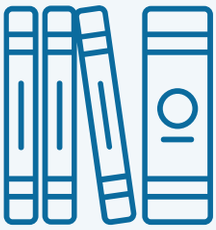

To teach students with various learning needs

Contributing to evaluation of learning and monitoring student progress

The remedial teacher can:

- Provide pertinent information on student progress to the classroom teacher.
- Assess certain skills to identify student progress or possible gaps in learning for students they are supporting.

Subject or regular classroom teachers are responsible for evaluation of learning and the entering of marks on the report card.[8] The remedial teacher plays a role in identifying student abilities and needs.

- Identify reading, writing and math processes or concepts that require work (intervention) for students they are supporting.[9]
- Provide feedback on progress according to the Individualized Education Plan (IEP) goals that are being worked on with students they are supporting.[10]

Using various models for inclusion

The remedial teacher can teach through:

In-class resource model
- Co-teaching
- Reading and writing goal setting conferences
- Guided reading/guided writing learning activities
- Centres/learning stations
- Etc.

Pull-out resource model
- Small group support
- Guided reading/guided writing activities
- Reinforcement activities (extra practice)
- One-on-one student support (in certain learning situations)
- Etc.[11]

The pull-out resource model should reflect learning goals that are occurring in the classroom.

8 2020-2023 PCA; 8-2.01h)
9 SWLSB Remedial Guidelines (established in collaboration with LTU)
10 QPAT Referential: Special Needs Guide for Teachers in the English Sector
11 SWLSB Remedial Guidelines (established in collaboration with LTU)

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To support students and teachers within the inclusive classroom setting

Who does the Remedial Teacher support?

The remedial teacher can:

- Provide learning support for students with varying learning profiles, including:
  - Students with handicaps
  - Students with social maladjustments
  - Students with learning difficulties
  - Students deemed to be at-risk[12]
- Provide support to teachers through:
  - In-class resource model
  - Identifying gaps in student learning
  - Feedback on student progress
  - Feedback/input on student IEP goals
  - Differentiation or suggesting strategies based on student learning profile (this may include assistive technology)

How does the Remedial Teacher support students?

The remedial teacher can:

- Support learning for students in an inclusive setting by:
  - Providing remedial measures to reduce curricular gaps.
  - Offering choices to students through pedagogical flexibility.
  - Supporting students on an adapted or modified QEP.[13]

What does the Remedial Teacher support?

Starting in preschool for four and five year-olds:

- The remedial teacher can support:
  - Physical and motor development
  - Social and emotional development
  - Cognitive and language development[15]
  - Development of executive functions
  - Elementary students experiencing difficulties in reading, writing, and math through the implementation of appropriate remedial interventions.[16]

It is not necessary for students to undergo a diagnostic evaluation in order to access support services.[14]

12 See MEQ Organization of Educational Services for description of designations and Appendix XXIX of the 2020-2023 PCA
13 MEQ 2021 differentiation document
14 Non-category Approach as explained in QPAT Referential
15 Global development MEQ Preschool Cycle Program 2021
16 QPAT Referential: Special Needs Guide for Teachers in the English Sector

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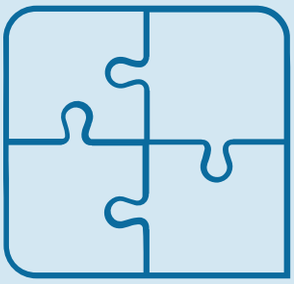

To collaborate with the school team*

Assisting with differentiation

In collaboration with the classroom teacher, the remedial teacher can:

- Differentiate in the areas of content, process, structure/environment, and production (demonstration of student learning) through 3 types of differentiation:
  - Pedagogical flexibility (flexible learning options available for all students)
  - Adaptations of curriculum (adaptations for some students)
  - Modifications of QEP expectations (modifications for few students)[17]

Differentiation is not rigid. Not all areas (content, process, structure/environment, production) need to be differentiated all the time or at the same time.[18] Teacher professional autonomy and judgement guide the method of instruction.[19]

Assisting with the development of IEPs

- The school principal is responsible for overseeing the ad hoc and IEP process. The remedial teacher, along with the principal, classroom teacher and non-teaching professionals, can collaborate in the in the development of the IEP.[20] After consulting the confidential file and/or a non-teaching professional, the school team, working with students who require an IEP, must work together with parents and students (when possible) to make the necessary recommendations to ensure the plan is clear and that interventions are effective.[21] The remedial teacher can collaborate by suggesting learning objectives, learning strategies, teaching strategies, and evaluation instruments.[22]

17 MEQ 2021 differentiation document
18 MEQ 2021 differentiation document
19 Quebec Education Act s. 19
20 Quebec Education Act s. 96.14, PCA; 8-9.08
21 QPAT Referential: Special Needs Guide for Teachers in the English Sector
22 SWLSB Remedial Guidelines (established in collaboration with LTU)

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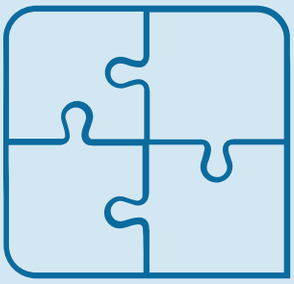

To collaborate with the school team*

Assisting with various meetings

The remedial teacher acts as a liaison[23] with the school team and can:

Participate in:

- Parent teacher interviews
- Transition meetings*
- Ad hoc committee* meetings/Case conferences
- IEP meetings
- Meetings/cycle meetings with teachers
- Resource plan meetings

Collaboration with the school team can occur on pedagogical days, common teacher preparation times, or through special funding for IEP release.[24]

The orientation of resource as a service may be discussed through the school-level participating body of teachers[25] (Teacher Council). Resource plan discussions should start in the spring to be ready at the beginning of the school year.[26]

23 SWLSB Special Needs Policy (established in collaboration with LTU)
24 SWLSB Remedial Guidelines (established in collaboration with LTU)
25 2020-2023 PCA; 4-1.02
26 SWLSB Remedial Guidelines (established in collaboration with LTU)

Glossary

*__School team__:
This refers to teachers (including remedial and specialists), school principals, non-teaching professionals (occupational therapists, psychologists, speech-language pathologists), consultants, aides/attendants, special education technicians.

*__Remedial teachers__:
At the elementary level, resource is a learning support service for students and is usually provided by a qualified *remedial* teacher. At this level and in many school boards, a remedial teacher is often referred to as a *resource teacher*. Remedial teachers are a category of teachers and are identified in the Provincial Collective Agreement[27] as:

Special Education - *This category includes teachers who teach groups composed mostly or equally of students with handicaps, social maladjustments or learning difficulties. It may be divided into subcategories such as elementary education, secondary education as well as educational services to students who are hearing or visually impaired.*

Notwithstanding the foregoing,
a) remedial teachers (support for learning) fall under this category, regardless of the number of students or the composition of a group of students (at-risk students or others).

*__Ad hoc committee__
The ad hoc committee is made up of a representative of the school administration, the teacher or teachers concerned and, when needed, a non-teaching professional.[28] The ad hoc committee's mandate pertains to the IEP process as outlined in s. 8-9.08 of the Provincial Collective Agreement.

*__Transition__
The period of time during which student transition, from elementary to secondary school for example, is planned and support measures are implemented.[29]

27 As described and allotted to each school board on p. 234 and p. 282 of the 2020-2023 PCA
28 2020-2023 PCA; 8-9.08
29 MEQ Transition from Elementary to Secondary School guide

References and additional resources

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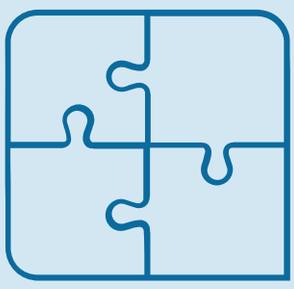
Acknowledgements

The following groups were consulted in the creation of this document. We thank them for their time and feedback.

- Ministère de l'Éducation du Québec (MEQ)-Direction du soutien au réseau éducatif anglophone (DSRÉA)
- Administrators of Complementary Educational Services (ACES) from the English and Special-status School Boards (ESSB, LBPSB, WQSB, CQSB, Littoral, ETSB, EMSB, SWLSB, Cree, RSB, NFSB)
- Quebec Provincial Association of Teachers (QPAT) Executive and Board of Directors Committees