



**The Resource Teacher is a member of the In-School Team:**

Classroom teachers, parents/guardians or students may seek support from the In-School team to identify academic, social or emotional concerns that require support beyond what has been or can be provided at the Core Team level.

It is at the In-School Team level that development and coordination of school supports and procedures for students experiencing difficulties occur.



As learners advance through early, middle and senior years in Prairie Rose School Division they will experience a broad education relevant to their individual needs; enabling them to thrive in an increasingly complex world. Learners will be emotionally invested, actively engaged, and reflective in their learning.

**PRAIRIE ROSE SCHOOL DIVISION**

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**Resource Teacher**



What is a Resource Teacher?  
What do they do?  
How do they work with students?

# The Role of the Resource Teacher in Prairie Rose School Division



## What is a Resource Teacher?

A **Resource Teacher** is a member of the Prairie Rose School Division Student Services team.

As outlined by Manitoba Education, certified school **Resource Teachers** are required to possess a bachelors degree in Education, a valid teaching certificate, 30 credit hours of university course work at the post-baccalaureate level (or above), and a minimum of 2 years successful teaching experience.

## How do Resource Teachers work to support students?

- Provides reliable and sustained support to classroom teachers and thus assure the highest possible classroom success for all students
- Seeks knowledge of child and adolescent development and applies that knowledge to the selection and application of curriculum materials, instructional practices and intervention programs
- Collaborates with the classroom teacher to determine which students require intervention for behaviour or performance intervention based on:
  - \*The appearance of delayed academic progress of a student by two or more years or a history of two or more years of difficulty in one or more specific areas
  - \*The appearance of attention regulation, impulsivity or behavioural concerns which disrupt the learning environment or cause concerns regarding the safety of self or others
- Collaborates with the classroom teacher to prepare culturally responsive methodology and material supportive of diverse student needs
- Engages in regular communication and collaboration with the classroom teacher regarding student programming and progress
- Works alongside the classroom teacher and/or with small groups or individuals within the classroom setting to support students requiring remediation or enrichment

## What do they do?

Teacher support is the essential role of the **Resource Teacher**. The majority of resource time will be spent supporting classroom teachers and staff through coaching, modeling, collaborating and consulting in identifying, developing, and applying assessment and instructional intervention strategies and programs designed to improve or to enrich student learning.

When the primary role of the resource teacher in an inclusive school environment focuses on supporting and working with classroom teachers, all students benefit. Resource teacher roles also include leadership, management, and other resource duties to support teachers and students.

# STUDENT SUPPORT SERVICES