

Chapter 4

THE ROLE OF THE EDUCATION SUPPORT TEACHER – RESOURCE



Based on [Policy 322: Inclusive Education](#), your role as a **Education Support Teacher – Resource** as part of the Education Support Services Team regarding transitions is to collaborate with other school-based team members (e.g., learner, caregivers, educators, Education Support Teachers, education support staff, etc.) service providers and community partners, to support a tiered system of career pathway transition planning and document progress for learners with personalized learning plans.

*School-Based Education Support Services Teams:
Supporting Inclusive Education*

“
Those who know,
do. Those who
understand, teach.”

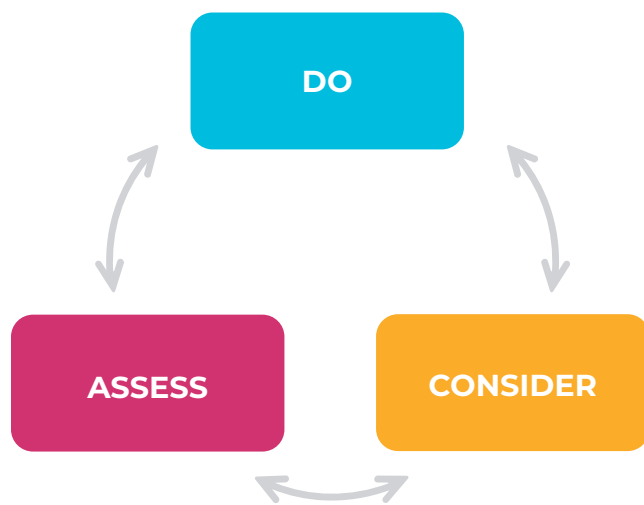
ARISTOTLE



Getting Started:

To begin your journey of supporting each learner in Hopeful Transitions, you will find all you need on the [Hopeful Transitions website](#). The website highlights and leads you to the activities, resources, and tools you and the school staff will need to navigate a successful journey for learners with additional needs. As a Education Support Teacher – Resource you will contribute to the collective success of achieving the Hopeful Transitions school goal(s) that will be established.

You will find role-specific planning document on the website tool for planning!



DO

What do I need to do?
What is my responsibility?



ASSESS

How will I know all learners and school staff are actively engaged in career pathway transition planning?
Do any of our learners and staff require additional support?



CONSIDER

What will enhance what I'm doing?
What else do I need to think about?

In your role as a EST- Resource , you have the influence to help your school community embed a truly inclusive learning environment where every learner is valued for their true selves and unique gifts, and where they determine their own path. You recognize that one size does NOT fit all, and that it is our collective responsibility to provide a tiered system of interventions to meet each learner’s needs. Tier 1 supports will remain the responsibility of all educators for all learners, even if a learner requires additional interventions.

“ Career guidance has a strong commitment to social justice, and it is important that the work we do serves to make the world a bit more equal and a bit fairer rather than exacerbating existing inequalities.

**DAVID ANDREWS AND TRISTRAM HOOLEY
THE CAREERS LEADER HANDBOOK**

Indigenous Principles of Learning

“Learning is strengths-based.”



Resource Educator

Every learner deserves a hopeful transition and there will be learners who need Tier 2 and 3 interventions along with your advocacy to plan for their preferred future and independence. **The table below outlines some examples of how you can Do, Assess, and Consider Hopeful Transitions within your role.**



DO

- Participate in any professional learning opportunities for Career Connected Learning and myBlueprint.
- Access training to support myBlueprint for students with complex needs.
- Plan professional learning opportunities and encourage Education Assistants in supporting students while using myBlueprint.
- Support classroom teachers in achieving the outcomes for Hopeful Transitions.
- With the help of the ESS team, identify students who may need Tier 2 and Tier 3 interventions for transition planning.
- Explore Tier 2 and 3 interventions according to students' needs to help further transition planning and identify goals.
- Work with learners requiring additional supports for transition planning.
- Participate in Transition Teams for students requiring individualized transition interventions.
- Collaborate with community support agencies for students needing extra support in transition to post-secondary life.
- Collaborate with the District Career Transition Coach to share best practices on differentiating supports to meet unique learner needs.



CONSIDER

- Explore the All About Me (K-5) and Education Planner (6-12) platforms in myBlueprint.
- Research ways to support myBlueprint for students with complex needs.
- Start transition pathway planning early for learners who require additional supports and scaffolding, and maintain regular interaction with families to support a goal of independence.
- Take time to acknowledge the importance of the development of the global competencies and social emotional learning for transition to post-secondary life.



DO



ASSESS



CONSIDER

- Collaborate with colleagues to eliminate unintentional stereotyping and bias in career pathway transition planning.
- Collaborate with the District Transition Coach to develop a plan for supporting learners and families to expand their ideas of what is possible and to develop strategies for more equitable access of opportunity.
- Consider using the Comprehensive Assessment for Learning and Independence (CALI-FSI) for select students.
- Consider hosting a PATH session (Planning Alternative Tomorrows with Hope) for select students.



ASSESS

- Monitor Career Life Plan in myBlueprint.
- Track, monitor, and coordinate career connected experiential learning opportunities that learners with additional needs participate in.
- Assess what post-secondary supports and services are available within and outside the school for learners with additional needs for career pathway transition planning.
- Use ESS Connect to keep records and note transition objectives for each learner with additional needs.



Reflective Questions:

1. Are my learners equitably accessing career pathway transition planning? If not, what supports could be provided?
2. What barriers might my learners face in career pathway transition planning?
3. How can I collaborate with the District Career Transition Coach to improve access of opportunity for every learner?
4. What instructional support can I provide for career pathway transition planning?
5. How are we supporting our school community to challenge inequities, stereotypes, and bias in career pathway transition planning?

Case Study:

Kelsey is a 16-year-old student with Down Syndrome who uses a communication device and loves animals. As an only child, Kelsey has always wanted to have a dog, but her mother is a single working parent who doesn't have the time to care for a dog. Kelsey's resource teacher would like to access some experiential opportunities within the community to explore future career options for Kelsey to work with animals. The teacher arranges a variety of experiential learning opportunities for Kelsey. Despite Kelsey's success in caring for animals, the resource teacher learns that many of the employers would love to have Kelsey as a volunteer, but not a paid employee. Kelsey has indicated an interest in working for money and would benefit greatly from paid employment.



Questions:

What can be done within the school and community to support Kelsey?

What can you find on the

Hopeful Transitions website to help support Kelsey?