



## 1. General Description of EA Functions:

The College Handbook contains only a very general description of the role and function of Education Assistants. In Section 2.1.5 the Handbook states:

Education Assistants:

Education Assistants are to give support to teachers in areas nominated by the teacher(s) to which they are assigned.

Education Assistants are to see themselves as an integral part of the operations of the College, and are encouraged to involve themselves in the affairs of the section or College as much as is reasonably possible.

Education Assistants may be requested to attend staff meetings and / or other staff activities. It is expected that where Education Assistants are at school on days where staff engage in formal opening and closing sessions, the Assistants are present for those events.

## 2. Specific Description of EA Functions:

The following description seeks to describe the many and varied functions of the EA's position. It is a useful guide to EA's and serves as the standard by which performance can be evaluated.

Job functions are listed under seven categories, as follows:

### I. PROFESSIONAL BEHAVIOUR

- A. Promotes an atmosphere of respect for children and adults.
- B. Demonstrates ethical and confidential behaviour.
- C. Demonstrates appropriate and independent use of time.
- D. Demonstrates responsible behaviour towards attendance and work schedule.
- E. Addresses conflicts with teachers in an appropriate manner.
- F. Participates in school in-service activities, as required for the proper execution of duties.
- G. Makes a positive contribution to the school's functions and activities.

### II. RAPPORT WITH STUDENTS

- A. Shows enthusiasm when working with students.
- B. Shows patience and understanding toward students.
- C. Demonstrates an understanding of fostering independence within special need students.
- D. Treats students in a respectful, responsible and fair manner with due consideration to the students' physical, social and psychological development.
- E. Maintains effective and co-operative relationships with students.
- F. Demonstrates appropriate responses to student-initiated interactions.

### III. TEAM SUPPORT

- A. Participates co-operatively whenever acting as a member of the CES / Middle / Senior / College team.
- B. Demonstrates effective communication skills with teachers, other support personnel and other CES staff.
- C. Shares relevant information for team meetings, case conferences, and parent/teacher interviews.
- D. Uses established communication systems with teachers through documentation (eg communication book, log book) and regular meetings for collaborative monitoring and discussion.
- E. Communicates with parents only as and when directed by the CES teacher.

### IV. INSTRUCTIONAL SUPPORT

- A. Helps students with assigned tasks and class work, reinforcing concepts presented by the teacher.
- B. Monitors independent or small-group work.
- C. Listens to students read.
- D. Reads to students.
- E. Demonstrates a sense of when either the teacher or a student needs assistance.
- F. Adapts materials as planned and directed by the teacher.
- G. Acts as a note-taker or scribe, if required.
- H. Assists student in meeting their IEP goals.
- I. Records required information on student activities as directed by the teacher.
- J. Provides for a safe, positive and comfortable environment.

### V. IMPLEMENTATION OF INDIVIDUAL EDUCATION PLANS (IEP's)

- A. Carries out CES teacher directed activities to reach the student's established goals on an individual basis or within a group.
- B. Provides students with feedback and reinforcement on the students' performance consistent with the CES teachers / or classroom teachers behaviour management plan.
- C. Helps build students' self-esteem.
- D. Redirects inappropriate and detrimental behaviours in a positive manner.
- E. Reinforces and encourages appropriate behaviour in a group and among individuals.
- F. Monitors students within and outside of the classroom.
- G. Monitors time out.
- H. Observes and records students' behaviour in accordance with the CES teacher's plan.
- I. Encourages caring and helping behaviours among students.
- J. Provides opportunities and activities of students to participate with peers.

- K. Demonstrates skill in providing group management strategies during classroom instruction and transition periods.

#### VI. NON INSTRUCTIONAL SUPPORT

- A. Makes instructional materials (eg games, posters, booklets).
- B. Makes displays for classroom and bulletin boards.
- C. Locates and displays instructional materials.
- D. Performs CES teacher directed clerical duties (eg typing, duplicating, correcting, recording).
- E. Assists individual students with physical needs (eg feeding, lifting, mobility, exercising, cleaning, dressing, toileting, etc).
- F. Gives medication and records appropriately according to school policy.
- G. After appropriate training, performs specific medical procedures.

### **3. Evaluation Appraisal Process:**

EA's will be evaluated once every year on the basis of the functions listed above. This evaluation will be conducted in Term 3 of the year.

The principal or deputy principal will conduct the appraisal; in general the principal will conduct the appraisal of EA's linked to middle school and the deputy principal will conduct the appraisal of the TA's linked to senior school.

EA's will self appraise using the specific description of EA functions; EA's will submit their self appraisal form to the principal or the deputy principal, as nominated.

Teachers to whom EA's are directly responsible will also complete the appraisal using the specific description of EA functions. Teachers are encouraged to draw information from as many sources as possible, including:

- other teachers
- other EA's
- parents
- students

In obtaining information teachers will act with discretion and be mindful of the reputation of the person being appraised.

Their final appraisal summary will contain a mix of their own observations and perceptions as well as the feedback they derive from other sources.

Teachers will submit their appraisal forms to the principal or the deputy principal as nominated.

The principal or deputy will compare the two submissions and provide an overall summation of strengths and weaknesses.

The appraisal will be completed with a conference between the principal or deputy principal, the teacher and the Education assistant.

The overall result and summary of the appraisal will be forwarded to the Council.

**4. EA Appraisal Forms:**

Name: .....

Area: .....

Teacher: .....

Consider each of the different areas, as nominated below.

Where applicable provide a reflective comment on performance as demonstrated in the course of this year.

At the conclusion of each section provide an overall score by ticking the appropriate box where:

- U represents Unsatisfactory
- S represents Satisfactory
- G represents Good
- V represents Very Good
- E represents Excellent

A clarifying overall comment for the section can be made.

**I. PROFESSIONAL BEHAVIOUR**

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B. Demonstrates ethical and confidential behaviour.

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C. Demonstrates appropriate and independent use of time.

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D. Demonstrates responsible behaviour towards attendance and work schedule.

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E. Addresses conflicts with teachers in an appropriate manner.

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F. Participates in school in-service activities, as required for the proper execution of duties.

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G. Makes a positive contribution to the school's functions and activities.

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Professional Behaviour:

U S G V E

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## II. RAPPORT WITH STUDENTS

A. Shows enthusiasm when working with students.

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B. Shows patience and understanding toward students.

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C. Demonstrates an understanding of fostering independence within special need students.

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D. Treats students in a respectful, responsible and fair manner with due consideration to the students' physical, social and psychological development.

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E. Maintains effective and co-operative relationships with students.

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F. Demonstrates appropriate responses to student-initiated interactions.

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Rapport With Students:

U S G V E

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### III. TEAM SUPPORT

A. Participates co-operatively whenever acting as a member of the CES / Middle / Senior / College team.

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B. Demonstrates effective communication skills with teachers, other support personnel and other CES staff.

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C. Shares relevant information for team meetings, case conferences, and parent/teacher interviews.

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D. Uses established communication systems with teachers through documentation (eg communication book, log book) and regular meetings for collaborative monitoring and discussion.

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E. Communicates with parents as and when directed by the CES teacher.

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Team Support:

U S G V E

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### IV. INSTRUCTIONAL SUPPORT

A. Helps students with assigned tasks and class work, reinforcing concepts presented by the teacher.

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B. Monitors independent or small-group work.

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F. Adapts materials as planned and directed by the teacher.

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G. Acts as a note-taker or scribe, if required.

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H. Assists student in meeting their IEP goals.

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I. Records required information on student activities as directed by the teacher.

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J. Provides for a safe, positive and comfortable environment.

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Instructional Support:

U S G V E

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#### V. IMPLEMENTATION OF INDIVIDUAL EDUCATION PLANS (IEP's)

A. Carries out CES teacher directed activities to reach the student's established goals on an individual basis or within a group.

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B. Provides students with feedback and reinforcement on the students' performance consistent with the CES teachers / or classroom teachers behaviour management plan.

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I. Encourages caring and helping behaviours among students.

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J. Provides opportunities and activities of students to participate with peers.

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K. Demonstrates skill in providing group management strategies during classroom instruction and transition periods.

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Implementation of IEP's

U S G V E

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## VI. NON INSTRUCTIONAL SUPPORT

A. Makes instructional materials (eg games, posters, booklets).

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B. Makes displays for classroom and bulletin boards.

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C. Locates and displays instructional materials.

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D. Performs CES teacher directed clerical duties (eg typing, duplicating, correcting, recording).

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E. Assists individual students with physical needs (eg feeding, lifting, mobility, exercising, cleaning, dressing, toileting, etc).

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F. Gives medication and records appropriately according to school policy.

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G. After appropriate training, performs specific medical procedures.

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Non Instructional Support:

U S G V E

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Overall:

U S G V E

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Areas nominated for Attention / Improvement:

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Signed:

EA: \_\_\_\_\_

Teacher: \_\_\_\_\_

Principal / Deputy: \_\_\_\_\_

Date: \_\_\_\_\_