

## What is the Curriculum Support Teacher?

**The curriculum support teacher is a continuing initiative which focuses on a collaborative partnership with teachers and supporting their role working with students identified with a learning disability. It is meant to be a partnership that is structured around a collaborative inquiry between the hosting Classroom Teacher, SERT, and the CST. The working relationship reflects a model of collaboration. Through reflection and co-learning, the findings will further our understanding of student learning.**

**The purpose of this work is to learn more about:**

- Mindset of students with learning disabilities**
- Strategies and accommodations that effect student learning including the use of technology**
- Classroom conditions that support the development of learning of students with challenges**

## For Further Information

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We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

**Nurture a Christ-centred environment;  
Provide student-focused learning opportunities; Support the growth of the whole person.**

# Curriculum Support Teacher

Huron Perth Catholic District School Board



## **What is the Role of the Curriculum Support Teacher?**

- To observe and dialogue with students about their thinking and learning in connection with their strengths and challenges**
- To collaborate with Host Teachers and SERTs with a focus on the specific needs of a student with a learning disability and how to best meet the student's learning needs**

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## **For Host Teachers**

- CST work is to compliment the amazing work that is already occurring in your classroom community**
- Our work will attempt blend with your current school collaborative inquiry**
- CST focus is always on the student thinking**

## **How will the Curriculum Support Teacher Work Within the School?**

**In collaboration with the Host Teacher and the SERT, the Curriculum Support teacher will assist with:**

- Determining student learning needs based on student observations, and assessments (i.e. psycho-educational assessments)**
- Identify learning strategies and assistive technology that effectively address the diverse needs of students with learning disabilities**
- Providing specific feedback to students as they develop their learning around their strengths and challenges**

## **What will it look like?**

- Building knowledge of students who are identified**
- Meeting with Principals, Host Teachers, and SERTs for a preliminary discussion regarding the structure collaborative inquiry**
- Observations of students (one week interval) at the beginning with a collaborative session at the end of the week**
- Return one or two days a week for further observations, work with students, and collaboration with Host Teacher and/or SERT**
- Sharing of our co-learning at the end of the inquiry**

