



GOA BOARD OF SECONDARY AND HIGHER SECONDARY EDUCATION
(A Corporate Statutory Body constituted by an Act of the State Legislature)

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GBSHSE/ACAD/CWSN/SSC/2022/

Date:- 25/05/2022

05/07/2022

CIRCULAR NO: 35

To,
The Heads of all recognised Secondary
Schools,
within the Jurisdiction of this Board.

Sub: Guidelines for Resource Room Teacher regarding.....

Sir/Madam,

With reference to the above cited subject, the guidelines for Resource Room Teacher, has been prepared by the Board. The same are to be implemented considering gravity of inclusive education in the school.

Any observation or comments in this context may be send to this Office for further action.

The content of this Circular should be brought to the notice of all concerned.

(Geraldina L. Mendes)
Secretary

Encl: as above

Copy to:-

1. The Director of Education, Porvorim-Goa
2. The Director of SCERT, Alto Betim-Goa
3. Heads of Sections of this Office.

GUIDELINES FOR RESOURCE ROOM TEACHERS

All schools now are mandated to be Inclusive schools, meaning CWSN will be studying alongside their 'typical' peers. For supporting inclusive education in the school, a **resource room** can be set up. A **resource room** is a separate room in a school where children with difficulties/disabilities(CWSN) receive extra individualized instructions. The child should be in possession of the certificate from IPHB at the beginning of the academic year of STD IX. The CWSN need to be in class for inclusive learning.

Usually a team including special educators, counsellors and therapists support the children in their areas of need. As a key person in dealing with children's academic concerns special educators must be well appointed in order to bridge the teaching-learning process for Children with Special Needs.

The role of a special educator in an inclusive school with a resource room can be as follows-

Qualification- The special educator must possess a B.Ed in special education from a recognized University.

WORK TIMINGS: The recommended timings for a Special Educator should be 8:00 am to 3:30 pm thrice a week in order to carry out personalised remediation. The other days could be from 8:00am to 1:45 pm.

Reporting to- Head of the School/ Supervisor

Job Responsibilities—

- She/ He must be well versed in all the disabilities.
- She/he should be able to identify children with difficulties using the observation sheets/informal assessment.
- She/he must coordinate and collaborate with subject teachers/ Principal/parents for sending the CWSN for formal assessment to enable appropriate concessions to be provided.(As per the guidelines laid down by the Goa Board of Secondary and Higher Secondary Education)
- She/he must be able to counsel parents at regular intervals to discuss the progress of the child.



- She /he should support the teacher in the classroom for - academic management, behaviour management and team teaching wherever needed.
- She/he along with the subject teacher should adapt/modify/differentiate the content for CWSN.
- CWSN can be pulled out from the regular classes only when necessary.
- She/he must be able to provide the one on one support to children with moderate learning difficulties in the resource room.
- She/he should ensure that CWSN get similar opportunities as their peers for participating in all the curricular and extra curricular activities.
- He/she should be responsible for monitoring and assessing and recording the progress of the child alongside the classroom teacher.
- Individual files of each child will be maintained and regularly updated. Confidentiality to be ensured at all times.
- Monthly report of the work done with the students to be submitted to the coordinator/ Principal.
- Re assessing the IEP goals once in three months must be done.
- When an individual education plan is made for a child he/she will be the key worker. This entails working with others to plan learning objectives and teaching strategies.
- She/he should be the key person who will coordinate all the services being provided to the child.(psychologist, therapists, doctors etc).
- He/she should be responsible for meeting and advising the parents, often in collaboration with class teacher and the Head of the School.He/she may maintain a record of the same.
- He/she should be responsible to visit the Goa Board website regularly for any update.
- He/she should help subject teachers, in inclusive classrooms to formulate lessons so children with special needs can comprehend them.

Personal qualities –

- She/he must be compassionate, patient, and cheerful.
- She/he must be positive and believe in the capacity of children to learn.
- She/he must be self motivated ,enthusiastic and a willing learner.

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- She/he must be a team player.

For the School Principal-

- Ensure that the special educator is not involved in substitution classes, extra correction, other activities in the free time.
- Provide support by ensuring that all the teaching and non teaching staff are briefed about the special educator's role in the school.
- Provide required resources to support the inclusion programme in the school.
- The question papers should be set by the respective subject teachers.
- Make adequate arrangements for clerical staff to do the necessary paper work. They need to communicate with the clerical staff on issues pertaining to circulars and other official matters.
- Devise a time table of students to go to the Resource Room depending of the subjects opted and the number of teaching periods of the regular class.

