

**CLASSROOM  
ASSISTANT PILOT  
PROJECT**

**We are here  
for you!**

September 2023





## CLASSROOM ASSISTANT PILOT PROJECT

# What you need to know

The Centrale des syndicats du Québec (CSQ) and school sector federations<sup>1</sup> welcomed the classroom assistant pilot project since it proposes to explore new ways of collaborating to promote students' educational success. It aims to give back teaching time to teachers, all the while leveraging the support staff's diversity of skills.

The Centrale and the federations added their contribution to the Ministry's reflection so that the project catered as best as possible to the needs you expressed for help and support, in keeping with the collective agreement of teachers and support staff classification plans.

Participating in such a project brings its share of challenges, be it on the aspect of collaboration, respect of everyone's roles and responsibilities, reporting lines or respect of task boundaries. Following is useful information to help you see things more clearly.



## The classroom assistant's role

The classroom assistant' role is to accompany students, help the teachers, including specialists, in non-pedagogical tasks and ensure students' wellness and safety in their school life.

**Classroom assistance must be in addition to support services and professional services present in the school, and not replace them or compensate for a lack of services to students in difficulty or with special needs.**

Assistance must be provided to the class or to a group of students of the class and not to a particular student nor to the whole school.

**The classroom assistant is fully part of the school team and their role must be recognized and respected.**

## The classroom assistant's tasks

The Ministry proposed a list of tasks that can be executed by the classroom assistant. It is important that this person's role be clearly explained to the whole school team.

### Tasks related to students' safety

- Accompany and supervise students during reception and travel periods, as needed.
- Ensure the management and safety of students, in conformity with the code of conduct and safety measures (for example, provide first aid).

### Tasks related to the smooth running of the classroom

- Help with compliance: as needed, intervene with students to uphold class or life rules.
- Support students by ensuring the climate and environment are suited for learning and school work execution.

### Tasks related to the wellbeing of students

- Contribute to simple follow-ups with students returning to the classroom.
- Help to develop student autonomy (for example, help with dressing and undressing, contribute to students' material management, including objects, clothes and school supplies).

<sup>1</sup> Fédération des syndicats de l'enseignement (FSE-CSQ) and Fédération du personnel de soutien scolaire (FPSS-CSQ).

### Tasks related to students' school work

- Help students settle in the classroom and get ready to work.
- Answer simple questions in keeping with the instructions given to students by the teacher.
- Support some students for simple specific needs (for example, supervise and help a student in the execution of an evaluation).

### Tasks related to classroom life

- Assist the teacher in their execution of some administrative tasks (for example, taking attendance).
- Contribute to maintaining classroom order and cleanliness, as well as supplies maintenance.
- Collaborate in the preparation and posting of various materials (for example, plasticizing).
- Collaborate in the organization of events, activities and educational outings (for example, back-to-school event, museum outing).

### Tasks related to meetings

- Attend parents' information meetings, as needed.

**The above is not a complete tasks list, but is a good reference point since it respects everyone's function boundaries.**

It is essential that the task boundaries be respected. The classroom assistant's task description must be clear, easy to access and well explained to the whole school team. A follow-up should occur during the year to make sure the task boundaries continue to be respected.



## Allocated funds and hours

Each school was given an allocation corresponding to two full-time equivalents based on the salary of an educator in day-care services, to pay for the hours allocated to classroom assistance.

School teams can decide to allocate this amount to more than one resource who already has a position in the school establishment, in keeping with the maximum number of hours agreed upon for a full-time equivalent. For example, a school could decide to dedicate a full-time resource in two different classrooms or to dedicate four half-time resources in four different classrooms, etc.

However, the 2022–2023 experience shows that making interventions in a limited number of classes seems the most promising, for the teachers as well as for the classroom assistants and the students. It is better to avoid the “sprinkling” of hours and instead offer a substantial number of hours.

**The Ministry's allocation is exclusively reserved for classroom assistance and tasks related to that new function.**

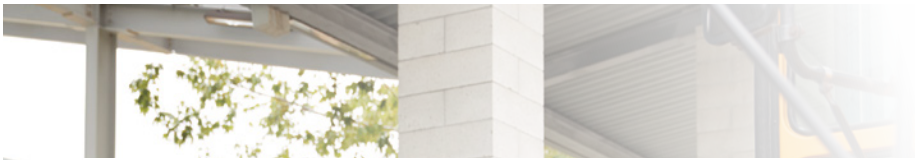
## Relationships to clarify and develop

Supervision of the person taking on the classroom assistant function is under the responsibility of the school principal. The teacher does not have the responsibility to supervise or manage the classroom assistant and the classroom assistant does not report to the teacher.

Good communication is a key factor in creating a successful relationship between the teacher and the classroom assistant.

**The relationship between the teacher and the classroom assistant is one of collaboration.**





### Consultation and support

Having consultation time is a need both the teachers and classroom assistants voiced many times in 2022–2023.

Yet, no special arrangement is planned for this matter, even though the CSQ and the federations insisted on that point to the Ministry. However, nothing prevents from setting aside such moments inside the classroom assistant's allocated hours. The support of school management in this matter can be valuable.

Management's support, from the first moments and all through the project, is also a success factor. When management takes on an active role, for example by giving clear directives, explaining the tasks that can be done by the classroom assistant and making regular follow-ups, it seems the classroom assistants appreciate their experience more. Do not hesitate to call on your school's management.

**Consultation time and support are two success factors of the classroom assistant project.**

### We are here for you!

We want to assure you that the implementation of the pilot project on in schools will be followed closely and that we will be monitoring in collaboration with your local union.

We will also make sure that the information related to the pilot project will get to you and that your voice will be carried to the Ministère de l'Éducation.

Your union may contact you during the year to gather information that could be useful to make the necessary representations.

## Contact your local union!

**You have questions, face challenges or want to give feedback?  
Do not hesitate to contact your local union.**

