**A REPORT ON YUKON LEARNING ASSISTANCE TEACHER (LAT)**

**TIME ALLOCATION**

**MARCH 2019**

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**Background**

The SETSA executive decided that one action this year was to survey LAT’s regarding time spent on specific duties and responsibilities. The purpose for the survey was to ascertain how LAT time is generally allocated. In the first two meetings with SETSA members this year, members demonstrated dissatisfaction regarding how LAT time is allocated and valued. A survey of similar content was distributed in 2014 by SETSA and we were able to correlate the data to compare the shifting role and concerns of LATS in the Yukon.

**Methodology**

The 2019 survey was conducted through a survey monkey application. There were 27 of 70 respondents. The information used to compile 2014’s data was garnered from a survey results summary produced by previous SETSA executive. The 2014 survey had 22 respondents, we do not know how many LAT’s were invited to complete the 2014 survey. Additionally, the two surveys were not directly comparable in relation to the system of reporting hours/percentage of time used. Some generalizations were used in order to compare the data from both surveys.

**Results**

Based on our data analysis LAT’s are allocating more time towards working directly with students and to administrative task, including, writing Learning Plans and assess students. It appears that the time available to meet collaborate with teachers, other professionals and parents has decreased. The 2019 survey indicated two new time demands; technology navigation and covering or subbing for other positions in schools.

When asked in 2019, what they felt should be the priority of an LAT’s time, the majority of respondents cited working with students. This is supported by the survey data which shows that the majority of LAT time is being allocated to this task or duty. While the data shows that students are indeed the priority of LAT’s time allocation, anecdotal responses from LAT’s convey that meeting all of the time allocation needs is a significant challenge. The data reflects that, as in 2014, LAT’s in 2019 work hard to keep students at the centre of their time allocation. This balance, however, comes with a tension as LAT’s feel increasingly pulled in multiple directions. This is seen within the addition of two categories to the survey of how time is spent. Responses within the 2019 survey expressed that in order to find this balance of time allocation, much of the LAT’s responsibilities outside of working with students, has become allocated to time outside of school hours.

Written responses demonstrated that it is difficult to record a generality of how LAT time is spent; over the course of a school year the demands on an LAT’s time fluctuates significantly (eg. time dedicated to completion of Learning Plans or DART).

In our analysis LAT time is generally allocated as follows:

**Working with students 45%**

(dealing with technology, small group, 1-1 etc.)

**Administrative paper work 30%**

(including preforming assessments)

**Planning & Prep 15%**

**Collaboration 10%**

(teachers, parents, consultants etc.)

**Conclusion**

Going forward it is the intent of the SETSA executive to share this information with our members via email and the SETSA website. We hope that this information can be used to continue, and inform, discussions surrounding LAT time allocation and value. An alternative purpose for this data could be to inform new LAT’s as to how they could work to balance their own time allocation. We would like to inquire more about how to increase the time allocated for collaboration, as this strategy of shared responsibility builds a school’s capacity to teach to diversity and support all learners. Research has shown that schools that excel in collaboration are better able to implement inclusive practices, such as universal design for learning. This model of shared responsibility for all learners reduces the time pressures on LAT’s. We acknowledge that collaboration takes practice and time. Therefore, the SETSA executive recommends that there be PD training on inclusive practice and leadership strategies, universal design for learning, and how to collaborate effectively.