

LOCALLY DEVELOPED COURSE OUTLINE

Intro to Educational Assistant(2022):

Submitted By:

The Edmonton School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-5	125.00	09/01/2022	08/31/2026	Developed	Authorization	G12

Course Description

Introduction to Educational Assistant 35 introduces students to the roles and responsibilities of educational assistants. Students will explore a range of special needs and various classroom models that address those needs. As well, students will examine strategies that may assist in meeting the diverse learning, behavioural, emotional and social needs of learners. Students will have opportunities to develop the interpersonal skills needed to work productively as educational assistants in a variety of educational contexts.

-Students may participate in off-campus learning experiences, specifically, field trips under direct teacher supervision, and all applicable off-campus guidelines should be adhered to. A pre-inspection of the site that students will visit must be conducted to ensure that the site provides a safe and caring environment appropriate for educational activities.

-During this course, students will learn about the various learning and physical challenges that may hinder learning in the classroom. As students explore the role of an educational assistant, they will be exposed to the ethical and professional expectations that govern the role of a classroom support worker. In order to mitigate any conflict that may arise from discussion around sensitive and/or controversial issues, the instructor will establish respectful norms.

Course Prerequisites

Introduction to Educational Assistant 35 prerequisite: English Language Arts 20-1 or English Language Arts 20-2

Sequence Introduction (formerly: Philosophy)

Introduction to Educational Assistant 35 provides students with the opportunity to examine the valuable role that educational assistants play in supporting learners with diverse needs. This course supports the development of a variety of competencies necessary for working on a multidisciplinary team. Exploring a range of special needs, and the classroom models and strategies used to meet those needs, fosters critical thinking, problem-solving and information management skills. As well, by examining the characteristics of effective teams and participating in collaborative learning activities, students develop their communication and collaboration skills. Students in Introduction to Educational Assistant 35 are able to explore their interests and develop their skills, while making personal connections to career possibilities.

Student Need (formerly: Rationale)

Introduction to Educational Assistant 35 offers students the opportunity to develop the foundational skills needed to contribute effectively to various school-based teams in service of students with diverse needs. Students in this course will develop their interpersonal skills and practice the skills needed to work effectively as educational assistants in a variety of school contexts. This course encourages students to problem solve, make evidence-based decisions, and evaluate and communicate relevant information. Students will reflect on their own learning in order to be empathetic and compassionate facilitators for learners, as well as effective and engaged members of collaborative teams. The overall aim of Introduction to Educational Assistant 35 is to enhance students' knowledge, understanding and skills in order to build a solid foundation for success in a career as an educational assistant.

Scope and Sequence (formerly: Learner Outcomes)

Organizing Idea 1: Examining occupational roles, responsibilities and skills can inform understanding and decision making. (Guiding Question 1)

Organizing Idea 2: Supporting students as an educational assistant requires the use of varied strategies and consideration of both context and diverse learner needs. (Guiding Questions 2 & 3)

Organizing Idea 3: Effective teamwork is supported through positive relationships built on communication, collaboration, empathy and respect. (Guiding Question 4)

Organizing Idea 4: Exploration of life opportunities develops personal talents and promotes lifelong learning. (Guiding Question 5)

Guiding Questions (formerly: General Outcomes)

- 1 How can exploring the roles, responsibilities and skills required of an educational assistant foster an understanding of the most effective ways to support learners with diverse needs?**
- 2 How can understanding a range of diverse learner needs and classroom models assist educational assistants in supporting learners?**
- 3 How can educational assistants use a variety of strategies to meet the diverse needs of students?**
- 4 How can teamwork and collaboration skills be developed by examining the characteristics, functions and interpersonal communication strategies of effective school-based teams?**
- 5 How can investigating career readiness competencies and employment opportunities help to prepare for the world of work?**

Learning Outcomes (formerly: Specific Outcomes)

1 How can exploring the roles, responsibilities and skills required of an educational assistant foster an understanding of the most effective ways to support learners with diverse needs?	35-5
1.1 Students examine the various roles of an educational assistant in schools and other educational sites.	X
1.2 Students examine the various responsibilities of an educational assistant as a member of the school team working to support students with diverse needs.	X
1.3 Students describe and apply the basic skills necessary to be effective in the role of an educational assistant.	X
1.4 Students analyze the various factors that can influence the role and work of the educational assistant in the classroom and other educational sites.	X
1.5 Students examine and evaluate the skills necessary to advocate on behalf of students with diverse needs.	X
1.6 Students examine the various aspects of ethical classroom practice and relate their importance to the work of an educational assistant.	X
1.7 Students reflect on the effectiveness of their own use of some of the basic skills necessary for an educational assistant.	X

2 How can understanding a range of diverse learner needs and classroom models assist educational assistants in supporting learners?	35-5
2.1 Students examine the characteristics of a range of diverse special needs and the specialized supports used to meet those needs.	X
2.2 Students compare and contrast various classroom models, including inclusive and congregated learning sites.	X
2.3 Students examine how the role of the educational assistant shifts in various classroom models.	X

3 How can educational assistants use a variety of strategies to meet the diverse needs of students?	35-5
3.1 Students analyze appropriate strategies used by educational assistants to meet the diverse learning needs of students.	X
3.2 Students analyze appropriate strategies used by educational assistants to meet the diverse behavioural needs of students.	X
3.3 Students analyze appropriate strategies used by educational assistants to meet the diverse social and emotional needs of students.	X

4 How can teamwork and collaboration skills be developed by examining the characteristics, functions and interpersonal communication strategies of effective school-based teams?	35-5
4.1 Students analyze the characteristics and functions of effective school-based teams that support students with diverse needs.	X
4.2 Students examine and apply interpersonal skills that are necessary for members of effective school-based teams that support students with diverse needs.	X
4.3 Students examine conflict resolution strategies that may typically be used by members of school-based teams that support students with diverse needs.	X

5 How can investigating career readiness competencies and employment opportunities help to prepare for the world of work?	35-5
5.1 Students examine various career readiness competencies that may support employment and/or post-secondary studies in the educational assistant career pathway.	X
5.2 Students investigate the employment opportunities that exist in a variety of educational settings.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

During this course, students will learn about the various learning and physical challenges that may hinder learning in the classroom. As students explore the role of an educational assistant, they will be exposed to the ethical and professional expectations that govern the role of a classroom support worker. In order to mitigate possible concerns that may arise from discussion around sensitive and/or controversial issues, the instructor will establish respectful norms.

Issue Management Strategy

Health and Safety

Students may participate in off-campus learning experiences, specifically, field trips under direct teacher supervision, and all applicable off-campus guidelines should be adhered to. A pre-inspection of the site that students will visit must be conducted to ensure that the site provides a safe and caring environment appropriate for educational activities.

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Course with Overlap and/or Similarity: Career and Life Management (CALM)

Identified Overlap/Similarity: There is overlap between Learning Outcome 4.3 in this course and outcome P9 in the CALM curriculum: “describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict.” As well, Learning Outcome 5.1 in this course overlaps with General Outcome 3: Career and Life Choices in CALM, specifically C8: “determine skills, attitudes and behaviours necessary to getting a position”.

Reasoning as to Why LDC is Necessary: This course examines conflict resolution in terms of working as a member of a learning team whose goal is to facilitate learning for students requiring specialized supports. The intention of this outcome in the CALM course is to examine conflict resolution in more general overarching terms, and not tied to learning teams. This course focuses on building the skill to attain work in the special needs field, which sets it apart from the CALM course.

Locally Developed Course with Overlap and/or Similarity: Educational Assistant: Assistive and Adaptive Technology 35

Identified Overlap/Similarity: There is overlap between Learning Outcome 2.1 of both courses.

Reasoning as to Why LDC is Necessary: This course examines the variety of supports that could meet the various diverse needs of learners, while Educational Assistant: Assistive and Adaptive Technology 35 examines the range of special needs in terms of the assistive and adaptive technologies that could be used to benefit learners.

Student Assessment

No identified student assessments.

Course Approval Implementation and Evaluation

No specific processes.

