



SCHOOL DISTRICT NO. 73
(Kamloops -Thompson)

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District #73
Developed by: Marie Giesbrecht	Date Developed: February 2018
School Name: Clearwater Secondary School	Principal's Name: Darren Coates
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: BAA Teacher Assistant	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Students must have teacher approval and have successfully completed the course they will be working in.

Course Synopsis: Students will provide leadership and assistance to individuals with varying academic strengths and weaknesses. The majority of this course involves student TAs working directly with other students, under the supervision of a classroom teacher, to provide assistance to individuals and/or small groups in a variety of learning activities.

Goals and Rationale: To provide opportunities to increase social responsibility and interpersonal skills through interactive experiences with others who require support.

Aboriginal Worldviews and Perspectives: The skills and knowledge gained through this course are based on the idea that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Course Name: Teacher Assistant

Grade: 10-12

BIG IDEAS

Social Responsibility assists in the development of empathy and compassion toward others.

Communication Skills help one become a more effective leader/mentor.

Decision Making Skills help students when assisting others.

Interpersonal skills are an essential component when assisting others in an educational setting.

Collaboration promotes positive relations with others and has a positive impact on learning.

Learning Standards

<i>Curricular Competencies</i>	<i>Content</i>
<p><i>Students are expected to do the following</i></p> <ul style="list-style-type: none"> -develop social responsibility including empathy, leadership and confidentiality -develop effective skills in building and maintaining appropriate relationships -demonstrate the ability to collaborate with adults and peers -make decisions that are appropriate to the given situation -develop effective communication skills 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -interpersonal skills needed for working and supporting individuals with a variety of learning needs -implement direction given by the supervising teacher -identify strategies to reinforce concepts introduced by the teacher -provide support and encouragement to help students develop a positive self-image, a belief in their ability to learn and a sense of pride and accomplishment in what they are able to do -work independently and collaboratively with the students under to supervision of the classroom teacher -model cooperation and respect in the learning process

Big Ideas – Elaborations

Assess the significance of being able to assist, support and provide leadership to individuals with varying academic strengths and challenges.

Key questions:

What strategies will be most effective in supporting the learning of individual students? To what extent do good communication skills enable learning?
 How important are relationships to adolescents and the affect they have on learning?
 How does collaboration and decision making contribute to learning?

Curricular Competencies – Elaborations

Communication

- the ability to connect and engage with others
- to collaborate to plan, carry out, and review activities
- to acquire, interpret and present information

Social Responsibility

- to consider the interdependence of people with each other
- to resolve problems peacefully
- to empathize with others and appreciate their perspective

Personal Awareness and Responsibility

- respect their own rights and rights of others, manage stress and persevere in difficult situations

Critical Thinking

- the ability to examine their own thinking, and that of others, that they receive through observation, experience, and various forms of communication

Reflection

- the ability to reflect on interactions with others and recognize areas in which growth has occurred and/or where growth is still necessary

Content – Elaborations

To develop interpersonal skills needed for working and supporting individuals with a variety of learning needs.

Key question:

How do effective communication and active listening help in learning?

To identify strategies which help to reinforce concepts introduced by the teacher.

Key question:

What are some appropriate strategies for assisting students with various learning styles?

To provide support and encouragement to help students develop a positive self image, a belief in their ability to learn and a sense of pride and accomplishment in what they are able to do.

Key question:

How can showing empathy for each learner support their learning?

To work with the students under to supervision of the classroom teacher.

Key question:

How can collaboration assist in the planning and support of a variety of learners?

To model cooperation and respect in the learning process.

Key question:

How does positive leadership contribute to learning by younger students?

Recommended Instructional Components:

A variety of interactive experiences involving leadership, communication and empathy.

Modelling of appropriate behaviour with support of the teacher.

Recommended Assessment Components:

Student self assessment and reflection

Formative feedback/discussions with the teacher

Performance standards outlined in rubrics (example: www.haskell.edu/downloads/academics/education/Leader-Quality-Rubric.pdf)

Learning Resources:

Information on learning styles and teaching strategies (<https://teach.com/what/teachers-know/learning-styles/>)

(<https://www.getadministrate.com/blog/how-to-teach-to-different-learning-styles/>)

Additional Information:

Students must have teacher permission and have already successfully completed the course in which they will be assisting.