



BOARD AUTHORITY/AUTHORIZED COURSE FRAMEWORK

School District/Independent School Authority Name:
School District No. 73 (Kamloops-Thompson)

School District/Independent School Authority Number No.73

Developed by: Alysia Francis, Brandi Rusk, Melody
Tompkins. In consultation with previous SD73 BAA
Course (Al Baker)

Superintendent Approval Date (for School Districts
only):

Superintendent Signature (for School Districts only):

Board/Authority Approval Date:

consultation with the teacher and student according to ministry curriculum areas. For example, teacher and student can develop specific lessons such as student facilitated teaching.

Course Synopsis:

This is an active participatory course requiring regular attendance to cultivate networks and establish reciprocal relationships to support and broaden awareness and options . It will offer different opportunities to enhance learning by including ongoing cycles of exploring, planning, reflecting, adapting and deciding. Students will develop their individual and collective sense of social responsibility while learning lifelong skills. These skills

Recognize and take responsibility for how decisions/actions affect one's own mental, physical, emotional, social, cognitive and spiritual wellness

Understand the unique teacher/ teacher assistant relationship and the ethical responsibilities.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- By filling a supportive role within a class, the teaching assistant contributes to the wellness of our community as a whole.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- By helping diverse students in a class
- Learning involves exploration of one's identity.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and Relationship:
- Acting as a teaching assistant allows students to form relationships with each other. Allowing older students to mentor younger students contributes to the feeling of connectedness within a building.
- Emphasis on Identity:
- When students have the opportunity to act in a supervisory/leadership role, they learn about their own identities.
- Experiential Learning:
- Every day, students will have the opportunity to help other students in their courses, which is the process of learning through doing (experiential learning)

Course Name: Teacher Assistant

Grade: 11

Big Ideas

Cultivating relationships can support and broaden awareness and appreciation of others perspectives.		Experiential learning includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.		Contributing to our school community increases social responsibility and benefits both ourselves and others.
--	--	---	--	--

Learning Support: Application and Theory:

-

Course Name: Teacher Assistant

Grade: 12

Learning Standards

Curricular Competencies	Content
--------------------------------	----------------

Students are expected to individually and collaboratively be able to:

Communication Skills:

- apply effective strategies for communicating clearly to the students with staff support
- model cooperation and respect in the learning process with staff support
- utilize active listening skills with support
- utilize effective questioning skills with support
- demonstrate effective interpersonal and intrapersonal skills with support
- recognize, understand and appropriately respond to verbal and non-verbal communication with support
- self-monitor understanding of instructions and ask for clarification when necessary

Leadership Skills:

- work independently and collaboratively with the students with monitoring by the classroom teacher
- demonstrate flexibility and adaptability in supporting the learning process
- anticipate and plan appropriate actions during the class with support
- assist the teacher with organization of student records with the clear understanding that teaching assistants will not have access to student data per FOIPPA requirements.

Learning Support: Application and Theory:

- With support, apply strategies to reinforce concepts introduced by the teacher
- model appropriate behaviour apply conflict resolution skills
- provide support and encouragement to help the student:
- develop a positive self image
- develop a belief in his/her ability to learn
- develop a sense of pride and accomplishment in what she/he is able to do
- apply the theories of motivation and reinforcement in learning and behaviour
- analyze and plan for individualized instruction and diverse learning needs of students in the class setting

Social Responsibility Skills:

- apply the skills of an effective team member
- demonstrate appreciation, value and acceptance of the dignity that should be afforded to all individuals
- examine the need for ethical behaviour in an educational setting

Recommended Instructional Components:

Direct Instruction

Indirect Instruction

Peer and Partner Instruction

Demonstrations

Modelling

Simulations

Peer Teaching

Other Assessments:

- Weekly learning journals explaining what they have done as a teacher assistant in class, with a reflection on how their actions have helped them to grow, challenges they experienced, problems they helped to solve, and ways they worked with their mentor teacher.
- Monthly Reflections: At the end of each month, have students use the rubric to assess how they have demonstrated growth in the Core Competencies and to set goals for improvement for the following month.

Learning Resources:

1. **Employability Skills**

- a. Essential Skills (Human Resources Development Canada)
<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>
- b. Conference Board of Canada Employability Skills (2019)
- c. Career Life Education
- d. Focus Areas document – Human Services/Post-secondary/Career Resources

2. **Digital materials (laptop, tablet) for documenting experience**

3. **Books/texts/articles**

- a. Habits of Highly Effective Teachers – Stan Covey, TJ 0 49 e1.1 (i)3a21 >>25 ct)0.6 0(d (a)-12. c (a)5aTJ
- b. Tutoring by Helping –

