



Board/Authority Authorized Course Framework Template

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required:

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
the

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:

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.