

Practicum Guide

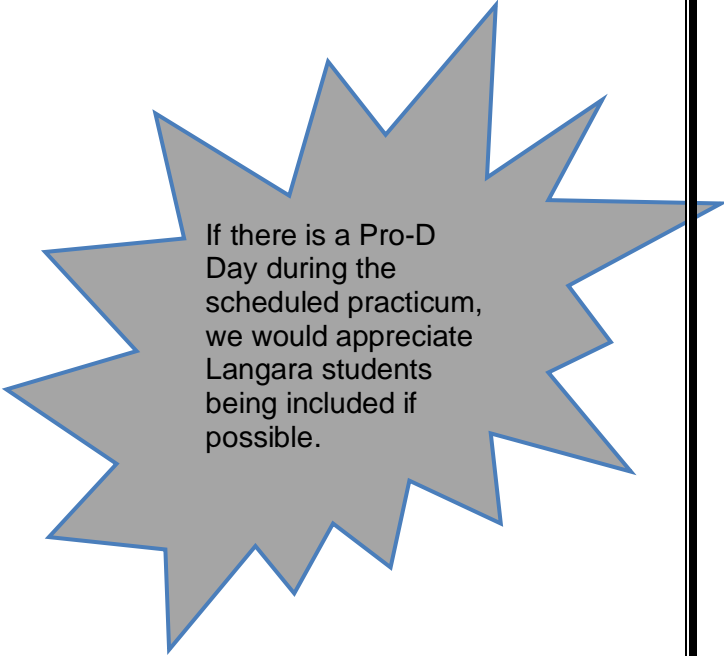
If you need more information please contact your Langara College Supervisor

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Although the school supervisor is responsible for ensuring that mid-point and final evaluation is complete, others may be involved in providing feedback. Please feel free to photocopy the guide or forms as needed.

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If there is a Pro-D Day during the scheduled practicum, we would appreciate Langara students being included if possible.

Education Assistant Program

Program Outcomes

Education assistants will be able to:

- Assist/support students with their learning, positive behaviour, personal care and communication as directed by the teacher
- foster and support diversity and belonging

To do this they must:

- act in a professional manner
- work collaboratively
- communicate effectively (in a caring, clear and respectful manner)
- think critically and problem solve
- reflect on and learn from their experiences
- acquire skills which foster children's developmental and individual needs

Term One: Foundations

EDAS 1100: Behaviour Theory

3 credits

In this foundation course, students will investigate theories about how and why children and adolescents behave as they do. Individual differences in behavior between and among age groups will also be examined. Implications for students with disabilities in the school setting will be discussed.

EDAS 1110: The Process of Learning

3 credits

In this foundation course, students will investigate theories of learning as they apply to all students. Implications for students with disabilities will be examined. Students will have the opportunity to discuss observations about their own and others' learning strengths and styles.

EDAS 1120: The E.A. Role in the Ed. System

3 credits

In this course, students will develop an understanding of roles and responsibilities of people at all levels of the school system (Ministry, district and school), and how the role of the education assistant fits within the context of the school and district. Students will also be required to demonstrate an understanding of what it means to act in a professional manner, and to be aware of how their system of values and beliefs affect practice..

EDAS 1220: Supporting Teamwork

3 credits

This practical course is designed to foster effective team skills relevant to the cooperative and collaborative nature of the work of Education Assistants. Students will have the opportunity to practice and improve upon the skills necessary for effective team planning.

EDAS 1130: Supporting Personal Care

3 credits

At the end of this course, students will understand the range of personal care supports they might be required to perform. They will understand their role as a member of the students' team in planning and supporting the health and physical care needs of the student.

EDAS 1111: Practicum I

3 credits

This 4-week, 20 day practical course will provide students with 140 hours of practical experience. The focus of this first practicum is to assist students with the integration of knowledge learned in the first 6 weeks of first term courses. In addition, it will provide practical experiences that can be utilized during the 5-week completion of first term courses. Students may be placed in either an elementary or secondary school setting.

Term Two: Supporting Students

EDAS 1200: Supporting Positive Behaviour

3 credits

This course will focus on a positive approach to behaviour support which enhances student participation and interaction with others. Students will learn to recognize the underlying purpose of behaviour. Knowledge of proactive program design and support strategies will be central to blending theory from Term 1 to practice in Term 2.

EDAS 1210: Supporting Learning

3 credits

In this course, EA's will learn to support individual student learning by applying theory learned in term one to various curriculum areas. They will be knowledgeable about some of the critical curriculum areas (e.g. literacy) and know a variety of instructional strategies. They will be prepared to offer observations about students' learning and instructional strategies to support them in meeting their individualized goals in all curriculum areas, including life skills.

EDAS 1140: Child & Adolescent Development

3 credits

In this course, students will explore the physical, social, emotional, cognitive and moral development of children and adolescents. Developmental theory and its implications for understanding the individual needs of school-age children will be examined. In addition, the needs of all children,, in particular, children and adolescents with disabilities, within the inclusive setting will be examined within a practical framework.

EDAS 1230: Supporting Student Communication

3 credits

At the end of this course, students will understand their role in supporting the communication needs of students. They will understand how augmented and alternative modes of communication are developed and be able to develop some basic visual supports.

EDAS 1240: Current Issues in Education

3 credits

This practical course is designed to address current issues in education that have a direct impact on the role of the Education Assistant in the classroom. Current issues may include, but are not limited to, the increased incidence of students who are labelled on the autism spectrum (ASD), the increased incidence and needs of students who have mental health challenges and the needs of students who are refugees. Content and instructional strategies will be provided in the context of "best practice observations" in schools and community support services. Field observations and recordings will assist in making critical links between coursework and practice.

EDAS 1211: Practicum II

3 credits

This 4-week, 20 day practicum provides students with 140 hours of practical experience in an elementary or secondary school setting. This experience will provide students with a continuation of their work in Practicum I where they will be given the opportunity to refine their skills and become more involved in teamwork and curriculum building. This practicum gives students an opportunity to consolidate their knowledge and skills.

ENGL 1100, 1123, 1129 or 1130

3 credits

The snəwəyəl leləm Langara College Supervisor's responsibility is...

- To ensure that the Langara student and school are informed about intended practicum learning outcomes (included in this guide).
- Provide information, guidance and support to the student in their practicum placement.
- To arrange two mutually convenient times to meet face to face to observe and to conference with the student and or school team to discuss progress.
- To facilitate communication between the school team, the practicum student and Langara College.
- To be available to clarify questions or expectations and to attempt to mediate problems related to the practicum as appropriate.
- To evaluate the student's performance and provide a final grade.
- In the event of a concern regarding student conduct or progress, to ensure due process is followed (see Student Guidelines: practicum, p. 6).
- To be informed about the intended practicum learning outcomes listed in the practicum evaluation package prior to going on practicum.

The Student's responsibility is...

- To work under the direction and supervision of the school support team.
- To ask for feedback on practicum performance.
- To arrange meetings with school personnel when children are not present.
- To inform the school supervisor AND the Langara College supervisor in the event of illness or emergency that result in absence and be prepared to make up lost time.
- To inform the Langara College supervisor and/or the school supervisor regarding concerns or questions as soon as they arise.
- To follow the same policies and procedures as other employees in the school.
- To be punctual, and to be aware of and work the same hours as Education Assistants in the school.
- To be aware of and follow COVID 19 Safety Guidelines in schools.

The School Supervisor's responsibility is...

- To ensure the student is informed about their work hours, their role expectations in the school and in any class settings.
- To be familiar with the Langara College intended practicum learning outcomes provided by the College.
- To liaise with the Langara College supervisor regarding student progress.
- To complete evaluation forms twice during the practicum on the dates given (mid point and end of practicum).

And most importantly... to provide **regular opportunities for student reflection and feedback** on their performance relative to the school's expectations and the practicum learning outcomes. **Timely constructive feedback** is necessary for improving skills and reinforcing areas of strengths.

If the student's performance is giving cause for concern, it is important to provide prompt feedback to the student, document the noted concerns and contact the snəwəyəl leləm Langara College supervisor immediately.

Immediate and regular feedback is another critical element that supports students in their learning.