

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: Aiding in the Classroom I

CODE NO.: ED 150

SEMESTER: Part-time

PROGRAM: Teacher Aide

AUTHOR: Jean Doan

DATE: October 1989

PREVIOUS OUTLINE DATED: September 1988

APPROVED:

N. Koch  
CHAIRPERSON, N. Koch

1993 05 07  
DATE

AIDING IN THE CLASSROOM

ED 150

COURSE NAME

CODE NO.

45

TOTAL CREDIT HOURS

**I. PHILOSOPHY/GOALS:** Students will be introduced to the basic role of the Teacher Aide as an assistant to the teacher in delivering learning programs to students of various ages and special needs. The roles of Teacher and Teacher Aide will be defined. Training will focus on preparing the Aide to be a complementary rather than competitive force in the classroom. The role of Aide will be discussed as it pertains to instruction and in establishing a positive learning environment.

**II. STUDENT PERFORMANCE OBJECTIVES:**

- 1) Students will keep a journal to record their own observations of the students, teachers and teacher aides in their class placements
- 2) Students will understand the various types of roles expected of them as assistants in delivering education in a variety of settings
- 3) Students will demonstrate their ability to plan and deliver an educational activity to a group using creativity and originality
- 4) Students will demonstrate their ability to observe and evaluate behaviour by presenting a case study for group discussion
- 5) Students will use this course as an opportunity to share their own experiences in the classroom with others and to work as a group to solve problems which may arise in their roles as teacher aides.

**III. TOPICS TO BE COVERED:**

Teacher/Teacher Aide relationships  
The School System  
The Integrated Programme  
Building Effective Communication Skills  
Dealing with Parents  
Confidentiality  
Brainstorming  
Giving Instructions  
Professional/Personal Image  
Supervising Children  
The Aide as Technician  
Structured/Open Concepts of Learning  
Learning centres

These topics and others will be covered as students identify their needs.

IV.                    LEARNING ACTIVITIES                    REQUIRED RESOURCES

1.    The Aide in the Classroom

- 1.1 Define and describe the role of a classroom aide in Ontario's schools.                    Text: The Teacher Aide in the Instructional team Ch. 1
- 1.2 Describe the structure of the school system in Ontario and roles of various levels                    Activities:  
Read preface & Ch. 1  
- brainstorm roles of teacher, aide and principal in the school
- 1.3 Discuss the changing world of education
- 1.4 Differentiate between the role of the Teacher & the role of the Aide                    - describe system of education in Ontario  
- describe own experiences in education - positive/negative
- 1.5 Describe relationship between teacher and aide                    - discuss changes in system today  
- Assignment: interview an aide and a teacher to understand their roles, write a brief report  
- possible invitation to class for discussion

2.    Communicating in the Classroom

- 2.1 Practice skills in verbal/non-verbal communication                    Text: The Teacher Aide in the Instructional Team Ch. 2
- 2.2 Give clear instructions allowing opportunities for feedback                    Activities:  
- Study Ch. 2  
- complete exercises in verbal/non-verbal communication
- 2.3 Describe the importance of listening, speaking, writing, reading in the child's development of language                    - develop an activity to present to the group which has the components of communication
- 2.4 Develop strategies to assist children in language development                    - Practice writing using standard format for letter formation
- 2.5 Describe an integrated program as a means to increase the child's language development                    - tell a story and describe an activity as appropriate follow-up

2.6 Become familiar with both structured and open concepts of learning

- visit a classroom where the structure is open/traditional
- write a report comparing two learning environments

3. Supervising/Relating to Children

3.1 Be aware of children's special needs in areas of emotional, social, behavioural, cognitive development

Text: The Teacher Aide in the Instructional Team  
- Ch. 3,5,6

Activities:

- A selection from the following Tapes will be used in this section

3.2 Be familiar with children who have special learning needs

- C2 Jennifer (Mongolism)
- C880 for Gr.7/8 (AIDS)
- C55 Contact; Autism

3.3 Plan activities for children taking into consideration their physical, safety needs

- C1 Craig (Visually impaired)
- C159 Treatment of MD children
- C181 The Case of Jane
- C203 Child Abuse

3.4 Build effective supervisory skills

- C17 Children Take Care
- C362 No Place To Hide
- C317 Little Kids Don't Do That
- C4 Chris (Learning disability)
- C108 Invisible Handicap
- C3 David (Hearing impaired)

4. The Aide as Technician

4.1 Be able to operate various audio-visual equipment

Text: The Teacher Aide in the Instructional Team  
- Ch. 7

4.2 Describe how a/v equipment is used for learning

- Read Ch. 7
- hands-on experience with operating various A/V material

4.3 Use bulletin boards effectively in learning situations

- design a bulletin board on a theme to demonstrate children's own work

4.4 Develop effective learning centres

- describe activities which could be used in a learning centre based on a specific theme or subject area

COURSE NAME

CODE NO.

**V. EVALUATION METHODS:**

Attendance	20%
Participation	20%
Journal	20%
Report	20%
Activity Presentation	20%
Total	<u>100%</u>

**VI. REQUIRED STUDENT RESOURCES**

Welty and Welty, The Teacher Aide in the Instructional Team  
1976. McGraw-Hill Inc. United States

**VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:**

These will be provided to students throughout the course.

**VIII. SPECIAL NOTES**

In all cases, the instructor will determine the order in which assignments are to be covered. Students will be notified if changes in assignment loading or marking schemes are required or adjustments made to topics covered.