COURSE TITLE: Aiding in the Classroom I

CODE NO.: ED 150

PROGRAM: Teacher Aide

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PREVIOUS OUTLINE DATED: September 1988

APPROVED: N. Koch

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CHAIRPERSON, N. Koch
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

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

   Activities:
   - Read preface & Ch. 1
   - Brainstorm roles of teacher, aide, and principal in the school

   1.2 Describe the structure of the school system in Ontario and roles of various levels

   1.3 Discuss the changing world of education

   1.4 Differentiate between the role of the Teacher & the role of the Aide

   1.5 Describe relationship between teacher and aide

   Activities:
   - Describe system of education in Ontario
   - Describe own experiences in education - positive/negative
   - 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

   Activities:
   - Study Ch. 2
   - Complete exercises in verbal/non-verbal communication

   2.2 Give clear instructions allowing opportunities for feedback

   2.3 Describe the importance of listening, speaking, writing, reading in the child's development of language

   2.4 Develop strategies to assist children in language development

   2.5 Describe an integrated program as a means to increase the child's language development

   Activities:
   - Develop an activity to present to the group which has the components of communication
   - Practice writing using standard format for letter formation
   - Tell a story and describe an activity as appropriate follow-up
AIDING IN THE CLASSROOM PART I

2.6 Become familiar with both structured and open concepts of learning

3. **Supervising/Relating to Children**

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

3.2 Be familiar with children who have special learning needs

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

3.4 Build effective supervisory skills

4. **The Aide as Technician**

4.1 Be able to operate various audio-visual equipment

4.2 Describe how a/v equipment is used for learning

4.3 Use bulletin boards effectively in learning situations

4.4 Develop effective learning centres

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

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
  - C2 Jennifer (Mongolism)
  - C880 for Gr. 7/8 (AIDS)
  - C55 Contact: Autism
  - C1 Craig (Visually impaired)
  - C159 Treatment of MD children
  - C181 The Case of Jane
  - C203 Child Abuse
  - 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)

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

- Read Ch. 7
- hands-on experience with operating various A/V material
- design a bulletin board on a theme to demonstrate children's own work
- describe activities which could be used in a learning centre based on a specific theme or subject area
V. EVALUATION METHODS:

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<tr>
<th>Evaluation Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Participation</td>
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<tr>
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<tr>
<td>Report</td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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VI. REQUIRED STUDENT RESOURCES


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.