

SUPPORT STAFF

SSEAC

Education and Adjustment Committee

OVERVIEW FOR PARTICIPANTS



This package was completed by Sue Altman and Susan Powell, education consultants. It is part of the educational initiative developed by SSEAC and offered to for Education Assistants in BC. All materials in this package are the property of SSEAC.

Overview for Participants

Welcome to the Education and Skill Development Initiative for education assistants in British Columbia. This project was developed by SSEAC, a joint committee of CUPE and the BC Public School Employers Association, in recognition of the importance of on-going skill development and education opportunities for education assistants.

Background

The SSEAC EA Project is designed to meet two main objectives: to support the professional development of education assistants working in the 21st century classroom and to develop, coordinate and provide relevant, systematic and sustainable professional development to education assistants across BC. It is believed that by enhancing the competencies of education assistants the learning, participation and membership of students with disabilities in the regular classroom will be strengthened. Fourteen learning options have been developed through this project. They are:

1. Foundations of Inclusive Education
2. Professional and Ethical Practice
3. Introduction to Autism Spectrum Disorders
4. Introduction to Assistive Technology
5. Understanding Behaviour
6. Understanding Common Medical Issues
7. Basic Sign Language
8. Supporting Learners with Fetal Alcohol Spectrum Disorder
9. Introduction to Instructional Strategies
10. Building Student Independence
11. Introduction to Common Mental Health Issues
12. Building a Solid Number Foundation
13. Technology to Support Learning In the Classroom
14. Helping Students Think Socially In a Complex Social World

The above options were chosen based on the information from two surveys completed by special education administrators and CUPE members in 2009 and 2014. Each school district, based on local needs and funding allocation, determines which learning options will be offered.

Certificates of Completion

All participants in the SSEAC EA learning options are entitled to receive a certificate of completion if they meet the attendance requirement (full attendance) **and** successfully complete the summative activity. The summative activity and rubrics for assessment will be provided by the instructor.

Pathways to Public Post Secondary Program

The learning options in this project have been shared with the 15 public post secondary institutions in the Province that offer education assistant certificate programs. If you do not already have certification from a post secondary institution, it is recommended that you keep a portfolio of your learning. This will assist you in any discussion with program faculty. If you are considering a discussion with a public post secondary institution, you should keep:

- Learning option description
- Learning activities
- Summative assessment
- Certificate of completion

Additional information provided by the post secondary institutions is attached for your information.

Requisite Knowledge

Each participant in the EA learning options will bring different levels of knowledge and experience. Although there are many important concepts in this field, four key areas have been identified as critical understandings for all of these options. Participants may find it helpful to become familiar with these concepts by reviewing the various websites. Minimal time will be spent discussing them within the actual learning options.

1. The philosophy of inclusion

British Columbia promotes an inclusive education system in which all students are fully participating members of a community of learners. Membership, belonging and learning for all students is foundational in inclusive classrooms. **INCLUSION** is a philosophy whereby every student is accorded dignity and worth, is evaluated in terms of individual needs and is accepted as a unique individual in regular classes. Inclusive schooling is related, but different from, the movement to integrate or mainstream students.

For more detailed information, please see:

www.bced.gov.bc.ca/specialed or www.bctf.ca/teaching_to_diversity/ or www.kidstogether.org

2. Definition of adaptations and modifications

- Adapted programs retain the learning outcomes of the prescribed curriculum.
- The adaptations are provided so the student can participate in the program.
- Students on adapted programs are assessed using the standards for the course/program and can receive credit toward a Dogwood graduation certificate.
- A modified program has learning outcomes that are substantially different from the prescribed curriculum.
- Any changes to prescribed learning outcomes are specifically selected to meet the student's special needs.
- These learning outcomes are detailed on the student's individual education plan (IEP).

Note: a student may be on an adapted program for some areas and a modified program for others.

For more detailed information, please see

http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

3. Role of the Education Assistant

The BC Ministry of Education, in the *Manual of Policies, Procedures, and Guidelines for Special Education (Section B.3)* states “The teacher responsible for a student with special needs is responsible for designing, supervising, and assessing the educational program for that student. Teachers are expected to design programs for students with special needs. Teachers’ assistants play a key role in many programs for students with special needs, performing functions, which range from personal care to assisting the teacher with instructional programs. Under the direction of a teacher they may play a key role in implementing the program.”

For more detailed information, please see the revised BCTF/CUPE document:

http://www.cupe.bc.ca/sites/default/files/2009_Roles_Resp_2.pdf

4. Individual Education Plans (IEPs) — definition and components

The BC Ministry of Education, in the *Manual of Policies, Procedures and Guidelines* states: An IEP is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement .It serves as a tool for collaborative planning among the school, the parents, the

student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.

Typically an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student achievement in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs.

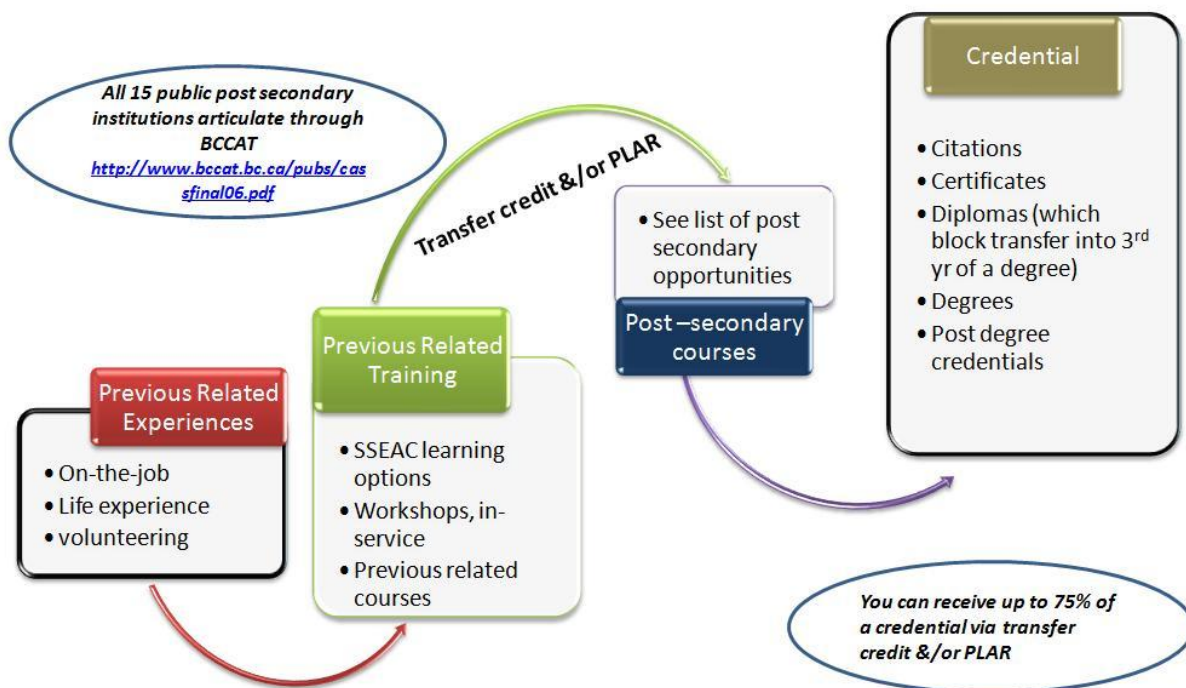
Further information is available on the website:

http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf

Pathways to Post Secondary Programs

Welcome! As you work through this learning option, the 15 public Post Secondary institutions across British Columbia and Yukon invite you to explore further learning opportunities. The work of an EA is complex and requires specialized knowledge in order to provide quality support to students. Build upon what you already know to further personal and career opportunities. You may qualify for credit and prior learning assessment recognition. Flexible offerings may include part-time, full-time, evening, face-to-face, on-line, distance and self-directed. Curious? To find out more, see contact information on the following page.

Educational Pathways



Participants are encouraged to keep all their certificates of completion, documents, course materials and assignments for future considerations/ PLAR (Prior Learning Assessment and recognition) opportunities.

Public Post Secondary Institutions offering EA learning opportunities

Institution	Name of Program	Contact name	website	Additional info
Camosun College	Community support and Educational Assistant Certificate	Mary Harber harberm@camosun.bc.ca	www.camosun.bc.ca	FT, PT, face-to-face
Capilano University	Special Education Assistant Certificate	Diane Koch dkoch@capilano.ca	www.capilano.ca/sea	PT evening/weekend Face-to-face
College of New Caledonia	Community & School Support Program Certificate	Val Waughtal waughtal@cnc.bc.ca Bev Currie currieb@cnc.bc.ca	http://mail.cnc.bc.ca/blogs/CASS	PT, distance, On-line
College of the Rockies		Heather Wik wik@cotr.bc.ca		
Douglas College	Beh Int Citation, Classroom & Community Support Cert and Diploma, Disability & ABA Advanced Citation	Lori Woods woods1@douglas.bc.ca	www.douglascollege.ca	FT, PT, Face-to-face, online, PLAR
Kwantlen Polytechnic University	Certificate in Special Education Teacher Assistant	Sylvia Woodyard Sylvia.Woodyard@kwantlen.ca	www.kwantlen.ca	FT, PT, face to face
Langara College	Education Assistant	Nancy Hoyano nhoyano@langara.bc.ca	www.langara.bc.ca	FT, PT, face to face, mixed mode
North Island College	Cert in Educational assistant/Community support worker	Mary Pat Thompson mthompson@nic.bc.ca	www.nic.bc.ca	FT, PT, PLAR, indigenous focus
Northern Lights College	Educational assistant program	Shari Harrison sharriso@nlc.bc.ca		On line
Okanagan College	Human Service Work Diploma Program	Michael Douglas mdouglas@okanagan.bc.ca Jo-Dee Hecko	www.okanagan.bc.ca	Face-to-face
Selkirk College	Classroom & Community Support Worker	Jane Green jgreen@selkirk.ca	www.selkirk.ca	PT, face-to face, online, PLAR
Thompson Rivers University	Community & School Support Program	Sue McKay smckay@tru.ca	www.tru.ca/socialwork/programs/hsp/cssc.html	Face-to-face, FT
University of the Fraser Valley		Alyson Seale Alyson.Seale@ufv.ca		
Vancouver Island University	School & Community Support	Leif Rasmussen Leif.rasmussen@viu.ca	www.viu.ca	PT, face to face, online, PLAR
Yukon College	Education Assistant Certificate	Ann Gedrose lagedrose@yukoncollege.yk.ca	www.yukoncollege.yk.ca	PT, distance, face-to-face