



Teachers Assistant Certificate (Early Childhood)

UNDA Course Code 0053

Not available for International Students

2009

INTRODUCTION

This twelve month course trains students to work with children aged 4 – 8 years in regular educational settings. Whilst the course has a focus on the Catholic Education system, it is also an appropriate qualification for the role of Teacher Assistant in the government and independent school system.

COURSE OUTLINE

- Acquire a general knowledge and understanding of schools and their ethos.
- Acquire a basic understanding of early childhood philosophy.
- Acquire basic teaching and learning strategies appropriate to working with young children.
- Develop basic classroom management skills that are appropriate for early childhood education.
- Develop competencies to work collaboratively with the classroom teacher.

COURSE STRUCTURE

The course comprises 12 units plus a practicum. Each unit is of approximately 12 hours duration.

The units are undertaken on weekends over a twelve-month period.

Intake into this course is February of each year.

Attendance at all sessions is compulsory and is an essential requirement for successful completion of the course.

In order to fulfil the requirements for this course, a work-based training assessment must be successfully undertaken. For students who are not currently working as early childhood teaching assistants, a 10 day supervised field placement is required. This practicum will be arranged by the University.

Students already employed as a teacher assistant in a school must undertake formal assessment by a teacher with whom they are currently working, over a full-time 10 day period. This assessment/practicum component will take place when the course is nearing completion.

ADMISSION REQUIREMENTS

A Tertiary Entrance Rating is not a requirement for admission into the Teacher Assistant course. Students will be required to sit a basic literacy test prior to admission.

Preference will be given to applicants who:

- are currently working as a Teacher Assistant;
- have completed relevant voluntary work;
- are recommended by a school to complete the course;
- are school leavers and have attained secondary graduation.

ARTICULATION TO UNIVERSITY

Students who complete the Teacher Assistant course may apply for entry into the Bachelor of Education degree. In order to be admitted into first year degree studies at Notre Dame School of Education, students must pass all their Teacher Assistant units with a minimum Distinction grade average, as well as demonstrate an aptitude for teaching. The applicant must have the recommendation of the Manager, Teacher Assistant Programs.

Students who fail to complete all of the requirements for the Teacher Assistant course will receive a Statement of Attainment.

ASSESSMENT

Assessment in the form of topic questions, case studies and practical activities will be conducted in all units.

Students will be expected to meet set criteria for their practicum. Assessment of the practicum is school based.

TUITION COSTS

The total fees required for the course amount to \$1800. Students will be invoiced in two separate instalments of \$900 at the start of each semester. Students also have the option of paying the full amount at the start of semester one.

Please make cheques payable to The University of Notre Dame Australia and return payment to:

PO Box 1225
FREMANTLE WA 6959

NOTE: A 5% surcharge is levied on late fees.

In addition, all students will be required to purchase a School Experience Assessment booklet and University name badge prior to their practicum placement. Purchase of text is also necessary for the unit Fundamental Movements Skills. Students already employed as teaching assistants undertaking the practicum component in their current workplace will not be required to purchase a name badge.

UNITS OFFERED

Catholic Education and supporting the RE program
In this unit, students are introduced to the culture, ethos, aims and basic principles that characterise Catholic schooling. It introduces students to strategies that support the classroom teacher's Religious Education Program.

Professional Responsibilities of the Teaching Assistant

This unit provides an overview of the aims, policies and procedures of the Catholic Education Office and the Department of Education in providing early childhood education. It discusses the roles and responsibilities of the Principal, Teacher and Teacher Assistant. Special attention is given to the rights, roles and responsibilities of the Teacher Assistant and aspects of confidentiality and duty of care that may impinge on work are discussed. The relationship between the Teacher and the Teacher Assistant is covered in detail. The unit will also address issues such as computers in the classroom and writing a curriculum vitae.

Introduction to Teaching Skills

This unit provides a basic understanding of teaching skills appropriate to working with young children. Attention is given to motivation, questioning skills and collaborative learning, within the framework of early childhood philosophy and learning.

Introduction to Planning

This unit builds on *Introductory Teaching Skills*. It introduces students to planning, implementing and evaluating lessons, cooperative learning strategies and monitoring children's progress.

Fundamentals of Play

In this unit students learn the importance of play and the types of play that are developmentally appropriate for children in the early childhood years.

Students workshop play experiences and develop resources to support the development of the whole child.

Strategies to Cater for Individual Differences

In this unit students are exposed to a range of strategies designed to enhance the integration of children with special needs into the regular classroom. A focus is on the adaptation of the learning environment to provide an inclusive, anti-bias classroom and the role of the Teaching Assistant in this process.

Supporting Early Literacy and Numeracy

This unit exposes students to a wide range of strategies that are utilised by the teacher for enhancing the literacy and numeracy skills of young children.

Children's Development (4 – 8 years)

In this unit students gain a basic understanding of children's development and its relation to learning. The physical, social, emotional, cognitive, language and creative developmental domains are discussed.

Learning Environments for Young Children

In this unit students are introduced to the factors that ensure developmentally appropriate learning centres are provided in the classroom. Issues of health and safety are discussed.

Interactions with Children

Effective communication with children and adults is an essential skill when working in early childhood settings. This unit provides an introduction to aspects of behaviour management and guidance. A major emphasis is placed on maintaining each child's sense of worth and self esteem. The implementation of appropriate strategies to develop each child's responsibility for their behaviour is also explored.

School, Family and Community Partnerships

This unit outlines the importance of effective communication between the school and families. Students explore ways of working effectively with parents: The importance of 'whole school' approaches to parental involvement is examined.

Fundamental Movement Skills

This unit explores the benefits for teaching physical and health education in the school environment. Students will develop an understanding of Fundamental Movement Skills (FMS) and how to implement and assess such skills.

Successful completion of the unit will provide a recognised qualification in the area of FMS.

Supervised Field Placement

Ten day supervised practicum experience in an early childhood classroom or its equivalent.

Schedule of Units

SEMESTER ONE

Orientation
Children's Development
Introduction to Teaching Skills
Introduction to Planning
Early Literacy and Numeracy
Fundamentals of Play
Learning Environments

SEMESTER TWO

Interactions with Children
Strategies for Differences
Professional Responsibilities of the Teacher Assistant
School and Family Partnerships
Practicum De-briefing
Catholic School and RE
Fundamental Movement Skills
Supervised School Placement
Graduation Ceremony (6pm)

Classes are held on Saturdays and Sundays (unless otherwise indicated).

Class times are 9.00am – 4.00pm each day.

FURTHER INFORMATION

The information contained in this publication is designed as a basic course description. If you would like further information regarding the course, or information pertaining to admissions, fees or the University itself, please consult the Notre Dame Prospectus.

We welcome visitors to the University at any time. If you would like to view the University facilities please contact the Prospective Students Office on (08) 9433 533 or at future@nd.edu.au

Visit our website at www.nd.edu.au

For further enquiries contact Rose Davies, Manager of Teacher Assistant Programs on 9433 0168 or email at rdavies4@nd.edu.au

PROSPECTIVE STUDENTS OFFICE

For further information on The University of Notre Dame Australia, contact the Prospective Students Office
Tel: (08) 9433 0533 FREECALL: 1800 640 500 Fax: (08) 9433 0544
E-mail: future@nd.edu.au Internet: www.nd.edu.au
19 Mouat Street (PO Box 1225), Fremantle Western Australia 6959

ADMISSIONS OFFICE

For further information on the admissions process at The University of Notre Dame Australia, contact the Admissions Office
Tel: (08) 9433 0537 Fax: (08) 9433 0769
Email: admissions@nd.edu.au Internet: www.nd.edu.au
19 Mouat Street (PO Box 1225), Fremantle Western Australia 6959