

Teaching Assistant Certificate: Supporting Deaf Children in the Early Years

Course suitable for: **Teaching Assistants and Communication Support Workers**

Course Lead Tutor: **Kate Dixon: ToD**

Who is this course for?

This course has been developed for teaching assistants in the early years. It will provide content relevant to someone new to the position as well as extend understanding of those who have been in the role for longer.

What's involved?

TA's will attend two, one day workshops and complete four units independently at home between the two face to face workshops—6 units in total. Each delegate will be required to:

- Complete a reflective journal entry for each unit
- Read selected reading as part of each unit
- Watch selected video's and narrated PowerPoints as part of the remote units
- Complete practical tasks for each unit to be submitted for marking.
- Complete a final task comprising of a practical task and a written response to the training program to be submitted for marking.

What are the benefits?

- Teaching Assistants gaining the certificate will:
- Learn about the latest hearing technologies, their benefits and limitations
- Identify listening challenges and take action to manage the acoustic environment
- Explain to others specific barriers for listening and understanding
- Apply knowledge of communication development to their daily work in the early year's classroom.
- Adapt support methods in different learning situations
- Have knowledge of useful resources to support learning activities
- Understand the role of observation to monitor progress

What it does not do

This course is an addition not an alternative to NVQ qualifications for Teaching Assistants. Teaching assistants receiving this certificate should not replace the support of a qualified Teacher of the Deaf.

How long does it take?

In total the workshops and remote units are spread over a three month period. Starting and ending with a face to face workshop. The 4 remote units are spread out through the weeks in between. On successful completion of the remote units, workshops attended and assignments submitted and marked the delegate will be awarded 'Teaching Assistant Certificate: Supporting Deaf Children in the Early Years'

| Component | Style | Date | |
|---|-------------|---------|--|
| Deaf Children in the Early Years for Teaching Assistants—Part 1 | Workshop | Week 1 | Reflective Journal Entry |
| Can I Hear and Am I Listening | Remote Unit | Week 3 | Reflective Journal Entry Practical task |
| Using Observation to Guide the Journey | Remote Unit | Week 5 | Reflective Journal Entry Practical task |
| Scaffolding Language in the Early Childhood Classroom | Remote Unit | Week 7 | Reflective Journal Entry Practical task |
| I can't Sit Still—the link between sensory integration and hearing loss | Remote Unit | Week 9 | Reflective Journal Entry Practical task |
| Deaf Children in the Early Years—Part 2 | Workshop | Week 11 | Final Task & written response |

Assignments

Each unit has follow up activities. One is for personal reflection and growth on the topic covered and one is to be completed and handed in to the tutor.

Reflective Journal - Writing a reflective journal requires not only that you describe a learning experience, but also that you think about the topics covered and express your feelings and opinions about the subject matter. Reflective journaling is first about participating and observing before writing as a response. Your journals are your personal work and will not be collected as part of the course. You may find the content of your journal writing useful for the final written task.

Practical tasks - there are 5 practical tasks linked to each unit except for the first workshop. These tasks are related to your learning in each unit and will provide you with an opportunity to develop something useful to your daily practice as well as for submission to the tutor.