

Action Plan: Education Assistant

Date Self-Study was submitted to AQA: May 12, 2021

Date of External Review: May 31, 2021

The Action Plan, which follows the Self-Study and External Review, guides programs and departments as they:

- Follow-up on recommendations from the Self-Study and External Review;
- Develop realistic goals for improving or maintaining program quality;
- Determine the steps and resources required to reach those goals;
- Determine the people/groups responsible for each action;
- Establish a timeline (before the next program review cycle) within which these steps will occur.

The Action Plan, like all other aspects of a Langara/snoweyet lelem Program Review, is faculty driven and Dean led. Faculty develop the Action Plan in close collaboration with the Division Chair and Dean. Once the Action Plan is ready for review, the Chair/Coordinator, Division Chair and Dean should schedule a meeting with the Provost.

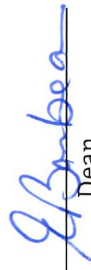
Institutional Response

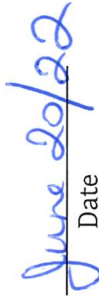
Congratulations to the Department of Education Assistant on the completion of your thoughtful and comprehensive Self-Study and Action Plan. In particular, the Faculty leads and the Division Chair are to be commended for the range of input gathered from current and former students, community partners and PAC members, as well as the external reviewers. All of this data has resulted in a strong and ambitious action plan for which you have created short and long term objectives.

Your Action Plan articulates an ambitious plan for the coming seven years with flexibility to adapt as circumstances evolve. Your plan focuses on continuing to develop your curriculum, community partnerships, and pathways into and out of the program. You have developed short and long term goals to support this plan that focus on the needs of your students as well as the children they will work with upon their graduation. You have committed to reviewing the plan annually to confirm and document your progress.

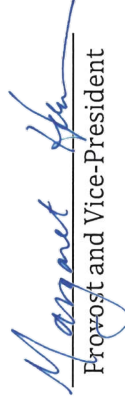
The Dean and Vice-president Academic are committed to working with you to achieve these goals through ongoing guidance and regular progress reviews.

Signed


Dean


Date

Signed


Provost and Vice-President


Date

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Recommendation	Self-Study or External Review (include p.#)	Rationale
<p>Consider the benefit of establishing consistency in these volunteer requirements, or introducing an observation opportunity early in the program.</p>	<p>External Review, Page 8</p>	<p>Requirements are usually set at 100 volunteer hours with preference given to people who have volunteered with students in schools and with special needs. These have been consistently followed until two years ago. Due to COVID, these requirements have been temporarily adapted to support applicants in meeting criteria (this has been approved through EdCo (Education Council) until January of 2023). We plan to return to our pre-COVID requirements as soon as schools welcome volunteers again.</p>
<p>Create an opportunity for new students to observe or shadow an Education Assistant in the school system, prior to the first practicum</p>	<p>External Review, Page 3</p>	<p>Before COVID, applicants were required to have 100 hours of volunteer experience with some of that experience being in K-12 setting to enter the program. Given that the EDAS program is 8 months, timing to observe or shadow educational assist in the school system is not feasible within the course delivery.</p>
<p>Consider the development of a program-specific English pre-requisite course, which could focus on the Education Assistant specific verbal and written communication skills required within the program or in the role as an Education Assistant.</p>	<p>External Review, Page 4,8</p>	<p>Langara/snøweyæt leləm EDAS department has been in continuous conversations with PAC, the Langara/snøweyæt leləm English Department and school districts. Currently, students can take up to four different English courses to meet Langara/snøweyæt leləm English requirements. PAC and School districts have noted how important it is for Langara/snøweyæt leləm Education Assistant candidates to have one of the English courses. Many of our students want to pursue teaching and this English course is university transferable. ENGL 1100, ENGL 1123, ENGL 1128, ENGL 1129, ENGL 1130. If students have LET Level 2 and are admitted into the part-time program, they have opportunities to upgrade their English skills.</p>

Goal 1: Review Structure, Admission and Enrolment of EDAS Programs

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Target more diverse and international applicants to the program.	Page 12	
Explore pathways to encourage applications from Indigenous students to the program.	Page 18	
Provide current information to Education Assistant program students about existing career pathways.	Page 19	
Review the benefit of students taking the Diploma as the university transferable courses would only be of value to students wishing to enroll in research universities.	Page 30	

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed.

Academic Plan Priorities
<p><i>Academic Plan Priority Two: Student Support</i></p> <ul style="list-style-type: none"> 2.1. Strengthen and develop student support systems 2.2. Maintain enrolments to maximize student access and success 2.3. Continue to develop and refine external and internal student pathways
<p><i>Academic Plan Priority Three: Aboriginal Initiatives</i></p> <ul style="list-style-type: none"> 3.1. Increase recruitment, retention, and graduation of Aboriginal students 3.2. Expand awareness, acceptance, and inclusiveness of Aboriginal cultures within Langara/snóweyêł leleín 3.3. Strengthen partnerships with Aboriginal community
<p><i>Academic Plan Priority Four: International Initiatives</i></p> <ul style="list-style-type: none"> 4.2. Increase intercultural supports for students, faculty, and staff

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Establish a working group (EDAS faculty, domestic recruitment, Communication and Marketing) to address marketing and recruitment of diverse, international, and Indigenous applicants to the program.	Jen Erickson	September 2022	Spring 2023	Working with Langara Global in Spring 2022 to review EDAS program and application requirements. Jen will present to Langara Global on February 17 th .
Create a map of pathway opportunities or career ladders to provide Education Assistants, many of whom are mid-career changers, to explore further educational opportunities such as teaching, child and/youth care or youth and family worker training.	Eleanor Cramb	Summer 2022	June 2023	Connect with Langara Global, Academic Advisors, Students Services and Co-op and Career Development Explore pathways such as the Professional Linking Program (PLP) through Simon Fraser. Make explicit pathways with existing colleges and universities where Langara/EDAS courses have transfer agreements (e.g., KPU, Douglas) Involve PAC
Promote transfer credits of more EDAS courses to Bachelor of Arts degrees and teaching programs.	Department Chair	May 2022	Ongoing attendance at Human Services Articulations meetings. Continued meeting with EACS (several times a year).	Meet with Division Chair and Dean to discuss articulation agreements (triangulation of courses already articulated at universities such as KPU and VIU) Continued involvement with Education Assistant Community Support subsector (EACS) and Human Services Articulation

Resources required to achieve this goal.

Resources Required

Marketing costs – brochures, posters; other advertising as media, promotional activities and attending events as industry conferences to promote the program. Submit a budget enhancement request in Spring of 2023.

Work with college to investigate the possibility of a dedicated DSA (Department Services Assistant) to help answer recruitment questions, help with marketing, help with webpage. This could be in collaboration with Langara Global Domestic Recruitment.

If dedicated DSA support is not available, connect with Coop and Career Development faculty to see if a coop student may be qualified to support website updates and changes. Submit a budget enhancement request in Spring 2023 to cover costs of a coop student.

Goal 2: Develop an ongoing curriculum renewal and assessment process

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Continue to partner with community-based specialists to enhance the focus of trauma-informed practice and mental health. Utilize Child and Youth Mental Health teams and Family Services to provide more instruction and support to the students in the program.		Page 4,5
Form a partnership with Langara/snøweyøð leləm’s Centre for Intercultural Engagement, Indigenous Education and Student Services and elders in residence for guidance on Indigenizing curriculum.		Page 4
Expand the use of specialist expertise and community services in your curriculum and provide opportunities for Education Assistant alumni guest lecturing and mentoring, where appropriate		Page 9
Partner with alumni to create initiatives to support current students by including alumni as guests to appropriate courses to share their experiences as Education Assistants, including current uses of technology.		Page 5
Consider focusing on Education Assistant specific tasks, while ensuring that students understand the link between curriculum and job expectations, such as in Functional Behaviour Assessments versus data collection.		Page 9

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>Explore supports through the Teaching and Curriculum Development Centre in terms of student evaluation and consider incorporating strategies that may help to differentiate students such as self and peer evaluation. Incorporating self and peer evaluations for group work could help in the differentiation in student grading</p>		Page 5,9
<p>Review curriculum changes need to reflect the state of knowledge in the field and be current and that all courses must apply theory to the actual practice in schools and school district's expectations regarding the role of Education Assistants.</p>		Page 18
<p>Ensure assessment practices (evaluation and grading) are consistent across courses and instructors.</p>	Page 29	
<p>Update learning outcomes to reflect current practices in schools and revised job requirements which have been identified by school districts.</p>	Page 41	
<p>Establish pathways which are defined by formal block transfer agreements and avenues for course transferability to teacher colleges.</p>	Page 42	
<p>Review which courses to offer in the half-semester format. Review part-time Program structure: continuous versus cohort model.</p>		Page 5
<p>Engage faculty with Teaching and Curriculum Development Centre Curriculum consultant to participate in the Program Curriculum Renewal Process for the EDAS program, specifically to:</p> <ul style="list-style-type: none"> - revise/update program learning outcomes - revise/update course learning outcomes - develop a curriculum map/check program alignment with the curriculum map - develop a prerequisites map of the courses/check program structure with prerequisites 	Page 40	

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed.

Academic Plan Priorities

Academic Plan Priority One: Learning and Teaching

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

Academic Plan Priority Three: Aboriginal Initiatives

- 3.2. Expand awareness, acceptance, and inclusiveness of Aboriginal cultures within Langara/snowéyeyəł leləm
- 3.3. Strengthen partnerships with Aboriginal community

Academic Plan Priority Five: Environmental, financial, and social sustainability

- 5.1. Create and strengthen programming that encompasses the cross-disciplinary nature of sustainability
- 5.2. Advocate and model sustainable practices
- 5.3. Build sustainable partnerships with employers, community partners, and alumni

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<p>EDAS faculty will work with the Teaching and Curriculum Development Centre Curriculum consultant to participate in the Five Year Curriculum Renewal Process for the EDAS program</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Develop Curriculum Renewal Plan (see below for brief outline) • Professional development on outcomes-based curriculum design, writing LOs etc. (as needed) • Work with Indigenous curriculum consultant to begin exploring resources, courses, and workshops to learn about ways of ethically incorporating 	<p>Jen Erickson/Eleanor Cramb</p>	<p>Spring 2022</p>	<p>Spring 2026</p>	<p>Conduct an environmental scan - include school boards, other EDAS programs</p> <p>Survey school districts for day to day expectations for Education Assistants.</p> <p>Investigate existing program learning outcomes in EDAS programs in the Education Assistant Community Support (EACS) Human Services Articulation subsector.</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<p>Indigenous ways of knowing and doing into curriculum (see more detailed explanation below)</p> <ul style="list-style-type: none"> Work with TCDC curriculum consultant to explore resources, courses, and workshops to learn ways of addressing equity and inclusion in curriculum 				
<p>Year 2 and 3</p> <ul style="list-style-type: none"> Continue professional development related to bringing Indigenous knowledge systems and pedagogy into curriculum design and implementation to support decolonization Continue professional development related to Universal Design for Learning Complete curriculum map (PLOs, CLOs & Assessment) 				
<p>Year 3 and 4</p> <ul style="list-style-type: none"> Review and update course learning outcomes (CLOs) as needed (except for EDAS 1100, EDAS 1200 and EDAS 1130 – see below) Review course content, methods of assessing student learning, prerequisites etc. to align with new CLOs Update calendar descriptions to reflect other course changes 				
<p>Revise course learning outcomes in EDAS 1100 Behavior Theory and EDAS 1200 Supporting Positive Behavior.</p>	<p>Erin Yorke/Leslie Burgess</p>	<p>Spring 2023</p>	<p>Spring 2025</p>	<p>Use the school board survey from the environmental scan (for program learning outcomes) to assess behaviour support practices currently used in the field. School</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<p>board survey will be conducted in Spring/Fall 2022.</p> <p>Use curriculum map to consider evaluation teaching and evaluation methodology.</p> <p>Consider data collection methodology and FBA</p> <p>What is required in the field?</p>
<p>Review and revise course learning outcomes in EDAS 1130 Supporting Personal Care to ensure that the course learning outcomes connect to personal care practices in the field.</p>	<p>Jen Erickson/ Leslie Burgess</p>	<p>Spring 2023</p>	<p>Spring 2024</p>	<p>Use the school board survey from the environmental scan (for program learning outcomes) to assess personal care practices currently performed in the field. School board survey will be conducted in Spring/Fall 2022.</p>
<p>Investigate opportunities to collaborate with Faculty of Nursing to support EDAS 1130 Personal Care learning outcomes connected to personal care practices.</p>	<p>Jen Erickson/ Leslie Burgess</p>	<p>Spring 2023</p>	<p>TBD</p>	<p>Instruction could take place in the health care lab coordinated with Langara/snoweyet leleim College's Faculty of Nursing program. Examples include 'how to use an epi-pen', 'seminars on diabetes, epilepsy and/or chronic health designations'</p>
<p>Review which EDAP (part-time) courses to offer in the half-semester format.</p> <p>Investigate the possibility of switching EDAS 1200 to a full semester offering.</p> <p>Review part-time Program structure: continuous versus cohort model.</p> <p>To make EDAP more accessible to students living outside of Vancouver, work with the college and district</p>	<p>Jen Erickson</p>	<p>Summer 2022</p>	<p>Fall 2022</p>	<p>The PT program was developed to be continuous – this allows for intakes every semester and helps fill program. It also allows for flexibility in taking one to two courses per semester. Discuss continuous model with faculty, Division Chair and Dean to see if this model continues to be one that works for students and the college. If so, the course flow requires that EDAS 1200 takes place in the half-semester Summer offering.</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<p>partners to consider the feasibility of offering the part time program online.</p>				<p>Students were polled in September 2021 and prefer the ½ semester offering in the Summer.</p> <p>Should EDAS 1200 be a full semester Summer course and the rest of the courses are offered as ½ semester?</p>
<p>Work with the Teaching and Curriculum Development Centre to evaluate current student assessment methods in EDAS courses.</p> <p>Ensure that evaluative methods meaningfully address course learning outcomes and include opportunities for exploration, development and demonstration of learning and skill development.</p> <p>Consider incorporating strategies that may help to differentiate students participating in group work such as self and peer evaluation.</p>	Erin Yorke	Fall 2021	Fall 2022	<p>Notes from meeting with TCDC, October 7th, 2021.</p> <p>Focus on addressing the philosophy of the program regarding evaluation.</p> <p>The EDAS program uses criterion-based evaluation as opposed to norm-referenced evaluation. Students are provided with clear criteria to meet in the form of rubrics, quizzes, projects, discussion posts, and case studies. EDAS also uses performance-based assessment when assessing students' ability to perform specific skills in the areas of behaviour support, communication support, teamwork, and learning support. Students use role play and demonstration of specific skills. With direct instruction, modeling, scaffolding and practice, students are evaluated based on their ability to meet the criterion. Many students in the EDAS program can fully meet or exceed the criteria.</p> <p>Areas of focus:</p> <ul style="list-style-type: none"> Do an item analysis for Brightspace tests or with rubrics. Copy student rubrics over semesters and analyze which items the students need more support with or which
<p>Participate in a marking workshop to ensure that there is consistency in marking practices.</p>				

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<p>Work on including Indigenous Knowledge Systems and Indigenous Knowledge into and Decolonization of EDAS Program and curriculum.</p> <ol style="list-style-type: none"> By Fall 2022, ask Indigenous and Student Services for a time to meet to discuss what the EDAS department is currently working on to support the TRC Calls to Action. By Spring 2023, identify EDAS faculty and student training support needs. If possible, work with Indigenous Education and Student Services to further indigenize and decolonize the EDAS Program and curriculum. Starting January 2022, participate in workshops such as those presented by Langara/snəwəyət leləm (e.g., Indigenization and Decolonization: Where to Begin? What to do?) Continue to partner with school districts such as VSB to work to improve success and supports for Indigenous students in k-12, and increase the presence of Indigenous culture, languages and history for all students. Help education assistant bring Indigenous knowledge into their practice 	<p>Erin Yorke JenErickson Leslie Burgess Kari MacDougall</p>	<p>Fall 2022</p>	<p>Ongoing</p>	<p>areas could offer more extension or challenge.</p> <ul style="list-style-type: none"> Review assessments for the use of critical thinking skills, application, and solving unique problems related to material. Reviewers feedback: consider the use of self and peer evaluation. <p>Work with Langara/snəwəyət leləm Indigenous Education and Student Services</p> <p>Focus on TRC Calls to Action - Education (#6-12) and on Education for Reconciliation (#62 to 64)</p> <p>Identify EDAS faculty and student training support needs.</p> <p>Please see below for ways the department is currently trying to support the TRC Calls to Action. This is for discussion – what is authentic and supportive of the Calls to Action. What can we add? What should we change?</p> <p>Topics in EDAS 1120</p> <p>Focus on the History of Special Education with a focus on Residential Schools and Institutions.</p> <p>Participation in Orange Shirt Day and campus dialogue/activities.</p> <p>Presentations (examples from the last four years)</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<p>Nk'xetko Mary Jane Joe Knowledge Keeper and Elder-in-Residence at Langara/snoweyəł telem</p> <p>Justice Harry Slade and Dee Hughes Slade (Tsimshian), Indigenous Education Worker with the Vancouver School</p> <ul style="list-style-type: none"> • Legal and societal context for reconciliation. • Brief history of colonization and emergence since the 70's of legal recognition of Indigenous rights, including interest in land. • Prominence of residential school question and report of TRC as driving force for social change. • UNDRIP and other initiatives and processes for reconciliation • Role of the Indigenous Education Worker in schools • Tips for supporting Indigenous Education in schools <p>Deena Kotak Buckley Director of Instruction, Vancouver School Board</p> <p>Anti-racism</p> <p>The Vancouver School Board Newcomer Welcome Center Cultural Humility</p> <p>Visit to the VSB Indigenous focus school and presentations from Don Fiddler, District Principal of Aboriginal Ed, and from Shane Pointe, Musqueam Elder and Keeper of Knowledge, VSB</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<p>EDAS 1210 Literacy Assignment The premise for the assignment is for the students to become familiar with the BC curriculum on Indigenous Education. EDAS students create adaptations to literacy activities for a kindergarten student and a grade 7 student. The focus of the lesson is based on Indigenous activities. The students need to connect their assignment to inclusion, core competencies of both Indigenous Education and Language Arts.</p> <p>Kindergarten - How are animals important to Indigenous people</p> <p>Grade 7 - Learning Humility Through Being a Witness:</p> <p>Themes:</p> <ul style="list-style-type: none"> • Arts and Culture • Indigenous Culture and Perspectives • Decolonization • First Nation, Inuit & Métis • Indigenous Spirituality • Social Justice <p>Example Resource List shared with EDAS students</p> <ul style="list-style-type: none"> • National Centre for Truth and Reconciliation: map and resources (https://nctr.ca/) • Honouring and Remembering Residential School Survivors (video) • Video: Where are the Children • Gord Downie-The Secret Path-The Stranger

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<ul style="list-style-type: none"> • http://www.orangeshirtday.org/ • Aboriginal Education Teaching Tools and Resources <p>Indigenous Education Teaching Resources from BCTF https://bctf.ca/AboriginalEducation.aspx?id=13404</p> <p>Teacher Resources SD#71 http://www3.sd71.bc.ca/School/abed/resources/teacher/Pages/default.aspx#/=/</p> <p>First Nations Education Steering Committee http://www.fnesc.ca/learningfirstpeoples/</p> <p>With the increased inclusion of First Peoples' content in the changing BC curriculum, there is a need to incorporate unappropriated First Peoples' perspectives across the curriculum. The First Nations Education Steering Committee and the First Nations Schools Association, in collaboration with teachers and partners, have developed the following Learning First Peoples series of teacher resources to support English Language Arts, Science Social Studies and Mathematics courses.</p> <p>The resources reflect the First Peoples Principles of Learning as well as the Calls to Action of the Truth and Reconciliation Commission, including the call to "integrate Indigenous Knowledge and teaching methods into classrooms" and "build student capacity for intercultural understanding, empathy and mutual respect."</p> <p>SD# 67 Indigenous Education K-5 Resources</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<p>Assess current connections to Trauma-Informed Practice (TIP) in EDAS classes and investigate opportunities to build more content into existing courses. Invite experts in the field to present (e.g., BCCCH, Mental Health Team, counselors)</p>	<p>Jen Erickson Leslie Burgess Erin Yorke Kari MacDougall</p>	<p>Fall 2021</p>	<p>Fall 2022</p>	<p>https://www.sd67.bc.ca/school/IndigenousEd/Learningresources/K-5resources/Pages/default.aspx#/=/Orange Shirt Day Teacher Resources http://www.orangeshirtday.org/teacher-resources.html BCTF Project of the Heart- Illuminating the Hidden History in Residential Schools https://bctf.ca/HiddenHistory/eBook.pdf Truth and Reconciliation Commission of Canada www.trc.ca CBC: 10 Books About Residential Schools to read with your kids https://www.cbc.ca/news/indigenous/10-books-about-residential-schools-to-read-with-your-kids-1.3208021 ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT (Vancouver School Board) https://www.vsb.bc.ca/Student Learning/Indigenous Education/Resources/Pages/default.aspx x Indigenous Learning Series https://www.cspc-efpc.gc.ca/ils-eng.aspx</p> <p>October 2021: Ali Thomas at BCCCH presented this term on TIP and ARC and has sent a list of resources that support TIP theory and understanding. Our CEWIL (Co operative Education and Work Integrated Learning) ihub grant focuses on supplying materials and training re: TIP. Department Chair has connected with Odin Books and they are bringing in the recommended resources that</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Train more EDAS faculty in Mandt or an alternative crisis intervention prevention program. Review crisis intervention programs and see what school districts are using before committing to training.	Erin Yorke/Leslie Burgess/Kari MacDougall	Summer 2022	Ongoing	More faculty in Mandt trained. Review programs- see what districts are using, make more measurable.
Create a common drive such as Sharepoint drive to house EDAS documents including those used for courses.	Erin Yorke	Summer 2022	TBD - need to work with Division to see who helps with this project.	Meet with Jim Bowers to discuss possibility of DSA support.
Create a list of current specialist expertise and community services utilized in existing courses and review to see where new guests can be invited to enhance student learning. Provide opportunities for Education Assistant alumni guest lecturing and mentoring, where appropriate.	Erin Yorke	Fall 2022	Ongoing	We will continue to include connections with community partners for guest lectures and mentoring as listed below: <u>List of Current Specialists and Community Services that support the EDAS Program:</u> EDAS 1100 Behavior Theory: <ul style="list-style-type: none"> Jeremy Edjan, EDAS Alumni, MCFD, student in Master of Social Work. Presents <i>Attachment Theory</i>. POPFASD (Provincial Outreach Program for Fetal Alcohol Spectrum Disorders) present <i>Understanding and Educating students with FASD</i>. Faculty training: Mandt Certification EDAS 1120 Role of the Education Assistant: <ul style="list-style-type: none"> Partnership with Douglas College School and Community Support Program. Presentation by Lori Woods <i>History of Woodlands School</i> and field trip to Woodlands Memorial Gardens. Presentation by VSB principal on "Top Tips for EA's" and hiring strategies.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<ul style="list-style-type: none"> • Participation in Langara/snoweyat leleim College's "Orange Shirt Day" activities. • Partnership with VSB for CEWIL grant <ul style="list-style-type: none"> ◦ Interviews of VSB staff regarding their roles and responsibilities and connection to the role of the Education Assistant <p>EDAS 1200 Supporting Positive Behavior:</p> <ul style="list-style-type: none"> • Faculty training: Mandt Certification <p>EDAS 1240 Current Issues in Education:</p> <ul style="list-style-type: none"> • Presentation by Niki Short, VSB ASD (autism spectrum disorder) Intermediate Program Teacher • Justice Harry Slade <ul style="list-style-type: none"> ◦ Legal and societal context for reconciliation. ◦ Brief history of colonization and emergence since the 70's of legal recognition of Indigenous rights, including interest in land. ◦ Prominence of residential school question and report of TRC as driving force for social change. ◦ UNDRIP and other initiatives and processes for reconciliation • Dee Hughes-Slade, Indigenous Education Worker, VSB <ul style="list-style-type: none"> ◦ Role in schools ◦ Tips for supporting Indigenous Education in schools • Deena Kotak Buckley • Director of Instruction, VSB • Anti-racism

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<ul style="list-style-type: none"> • Pam Neuman and Derek McQuillen • Transition support team – VSB • Supporting transition from school to adulthood • EASE Everyday Anxiety Strategies for Educators) Online Workshop, Healthy Minds, BC Workshop – to be completed asynchronously • Jessy Wollen, <i>Healthy Relationships and Sexuality, Askable Adult</i> • VSB Learning Services Presentation • Béene Savage and Robyn Ilten-Gee, VSB: Diversity in Schools – SOGI • Little Warriors <i>Prevent It</i> workshop • Langara/snəwéyət leləm Dr. Janet Douglas, Department Chair of Social work <ul style="list-style-type: none"> ○ Child Protection in BC • Moray McLean, Occupational Therapist <ul style="list-style-type: none"> ○ Sensory Tools for Students • Nicole MacPherson, Universal Design for Learning • SETBC – Technology in Schools • Ali Thomas, BC Children’s Hospital Healthy Minds <ul style="list-style-type: none"> ○ Mental Health ○ Trauma-Informed Practice ○ ARC model <p>EDAS 1210 Supporting Learning</p> <ul style="list-style-type: none"> • Mary Parackal from the West Vancouver Early Learning Team: Topic, strategies to support literacy. <p>EDAS 1130 Supporting Personal Care</p>

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				<ul style="list-style-type: none"> Alison Frers, former inclusion teacher VSB: Topic; Life skills development, beyond high school. Moray Mclean, Occupational Therapist: Fine Motor Development and Support Strategies.
Continue to participate in the Education Assistant Community Support (EACS) articulation group to address course credit transferability to other colleges and universities and standards-based competencies into Education Assistant courses in public and private B.C. Colleges.	Department Chair	Spring 2021	Ongoing	Jen Erickson was Co-chair of EACS articulation subsector meetings in Spring of 2021.
Collaborate with agencies such as SET BC (Special Education Technology B.C.) to ensure current information about recent technologies used in K-12 is being taught to EDAS candidates.	Jen Erickson/ Leslie Burgess	Sept 2022	Ongoing	Invited SET-BC to present to EDAS 1230 on March 30 th , 2022. Faculty have been invited to SET-BC to learn about newest technologies to support inclusion and plan to visit in Summer and Fall of 2022.
Update existing iPads and apps, software, and tools to teach latest technology used to support K-12 students with special needs.	Erin Yorke /Jen Erickson /Leslie Burgess	Fall 2021	Spring 2024	EdTech and IT faculty could be asked to assist with the assessment of apps, software and cloud tools which may have the potential to enrich learning and teaching activities in the EDAS program.
Review current EDAS course resources and textbooks with the assistance of Library Services.	Each EDAS Course Instructor	Fall 2022	Ongoing	Program Mapping may support textbook choices
Work with school district partners to offer opportunities for Langara/snəwəyət leləm Alumni to participate in Professional Development with Langara/snəwəyət leləm EDAS students during school district	Eleanor Cramb/ Erin Yorke	Fall 2022	Spring 2023	

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
professional days (ex. Province-wide Pro-D in October).				
Have a standard agenda item on PAC meetings to review current school district practices and their link to curriculum and job requirements.	Department Chair	Spring 2022	Ongoing	
<p>Review current articulation agreements with colleges and universities in BC to pursue transfer agreements to bachelor and teaching programs.</p> <ol style="list-style-type: none"> 1. Request a meeting with SFU professional linking program faculty and UBC Teaching Faculty 2. Meet with KPU to discuss transfer agreements to their Education Studies stream. 	Jen Erickson /Eleanor Cramb Jim and Elizabeth	Fall 2023	Spring 2025	<p>Meet with Division Chair and Dean to discuss articulation agreements (triangulation of courses already articulated at universities such as KPU and VIU)</p> <p>Investigate pathways with other BC colleges/universities.</p>

Resources required to achieve this goal.

Resources Required

Funding to update iPads and software.

Step 1. Jim Bowers is going to connect with Langara IT to see who is responsible for purchasing replacements of already existing EDAS iPads
 Step 2. If Langara IT is not responsible, the EDAS department will work with the Division Chair to complete a Budget Addition Request or a Capital Request for 20 replacement iPads and software in the Spring of 2023. For more information, please see page 27 of this Action Plan.

Section to support work with TCDC on creating Program Learning Outcomes and developing the Curriculum Map.

Step 1. Work with Dean and Division Chair to investigate possibility of one section of release to support small EDAS faculty (3 full time and 2 part-time faculty) in completing Curriculum Map in a timely manner.
 Step 2. If funding for a section is not available, change the curriculum renewal plan to occur over five years to give faculty time to complete work required.

Continued funding to attend articulation meetings.

Funding to attend articulation will continue to be provided through the Dean's cost centre.

Resources Required

Funding to support two faculty in receiving crisis intervention prevention training (this funding will be required on a yearly basis as recertification is necessary)

Step 1. In Spring 2022, use EDAS Department budget to fund one faculty member's CPI training with the understanding that the Division will help cover some department costs once the EDAS 2022 –2023 budget has been spent. The EDAS department will also investigate grants such as CEWIL iHub and will work with the Dean to see if Policy D6001 Educational Assistance can be used to cover some of the CPI training costs.

Step 2. The EDAS department will work with the Division Chair to complete a Budget Addition Request in Spring 2023 that could provide CPI renewal training funding for EDAS faculty every two years.

Goal 3: Strengthen External Partnerships

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Scout for locations in the community for skills practice and group work to help with space issues within the program and allow for a richer learning experience for program students.		Page 6
Consider having the current class representative or interested students sit on your PAC committee.		Page 7
Increase the visibility and awareness of a platform to disseminate information to alumni ex. Facebook page for job postings.		Page 7
Engage alumni in contributing to the EDAS program beyond guest lectures and information sessions. Involve alumni in initiatives such as "Training for EA Practicum Mentors."		Page 7
Continue your advocacy role with the Education Assistant and Community (EACS). Support subsector for provincial standards of practice.		Page 3,9

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed.

Academic Plan Priorities

Academic Plan Priority Two: Student Support

- 2.1. Strengthen and develop student support systems
- 2.3. Continue to develop and refine external and internal student pathways

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Meet with Division chair and EDAS faculty to review the composition of the EDAS Program Advisory Committee. Based on findings, offer invitations to potential new PAC members.	Jen Erickson	Feb 2022	May 2022	
Create and maintain an online platform to promote the EDAS program including increasing visibility and awareness and to disseminate information (e.g. job postings for alumni).	Erin Yorke	May 2022	TBD	Meet with Dean's office Work with domestic recruitment and marketing Determine who is responsible and can help support this.
Continue to attend Human Services Articulation meetings and EACS subsector meetings to help promote standards of practice for Education Assistants.	Department Chair	May 2021	Ongoing	
With school district and alumni input and support, create and offer a short course that focuses on 'training for EA practicum mentors'	EDAS faculty	June 2024	June 2025	

Resources required to achieve this goal.

Resources Required

Resources to support the creation and maintenance of an online platform specific to the promotion and dissemination of information in regards to the EDAS program (funding, tech support, DSA?).
 Step 1. Work with the college to investigate the possibility of dedicated DSA support.
 Step 2. If dedicated DSA support is not available, connect with Coop and Career Development faculty to see if a coop student may be qualified to support website updates and changes. Submit a Capital Request for this work in Spring 2023.
Funding to attend articulation meetings.
 Funding to attend articulation will continue to be provided through the Dean's cost centre.

Goal 4: Expand Departmental Resources and EDAS Program

List the Recommendation(s) this Goal addresses. Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
New technology and classroom design would support an innovative, larger, dedicated classroom for the EDAS program. A lab to demonstrate technology used in classrooms would be advantageous. A sensory room which emulates an elementary and/or secondary setting would provide a beneficial experiential learning experience for the students.	Page 42	
Expand part-time program to include online-learning cohort.	Self Study	

Academic Plan Priority or Priorities this Goal supports. See the end of this document for the Academic Plan. Add or remove rows as needed.

Academic Plan Priorities

Academic Plan Priority Five: Environmental, financial, and social sustainability

5.3. Build sustainable partnerships with employers, community partners, and alumni

Planned Actions the program/department will complete to achieve this goal. Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Meet with the Dean's office to discuss the opportunity to expand the EDAS program to include an online cohort. If approved, work with West Vancouver and Vancouver school districts to market to potential applicants.	Jen Erickson /Leslie Burgess/ Eleanor Cramb/ Kari MacDougall	February 2022	Ongoing	Both districts have approached the Langara and requested partnerships with the EDAS program. Districts have committed to support with marketing and trying to fill the program.
Set meeting with Res, Facilities, the Division Chair and Dean to investigate the feasibility of a dedicated classroom space	EDAS faculty	Spring 2022	TBD	

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
for EDAS classes. If approved, work with the team to find a space(s) that will be large enough to include sensory and technological tools used in schools K-12 to support EDAS candidate training.				

Resources required to achieve this goal.

Resources Required

Funding for extra sections to teach to the online cohort

As the program grows, continue to work with the Dean and Division Chair to add sections as required.

Dedicated classroom

Three Year Plan Capital Request Plan for Furniture (and technology if required)

Year 1

Step 1. If Langara IT is not responsible for replacing iPads, submit a capital request for 20 new iPads and software. IT quote for 20 iPads in June 2021 was approximately \$14 500 (includes 2 Year Apple Care for Schools Plan). Another \$2000 to \$3000 for software/apps would also be included in the capital request.

Step 2. If iPads are funded through Langara IT, submit a capital request for collaborative seating (including dry erase desks, chevron desks, standing desks and alternative seating options such as ergonomic stools, ball chairs, no roll weighted ball chairs). Between \$12 000 and \$15 000

Year 2

Step 1. If collaborative seating is not funded in year 1, submit a capital request for this classroom furniture (\$12 000 to \$15 000)

Step 2. If collaborative seating was funded in year 1, submit a capital request for sensory equipment to support regulation. Approximately \$5000 to \$7000

Year 3

Step 1. If sensory regulation equipment was not funded in year 2, submit capital request (\$5000 to \$7000)

Step 2. If sensory regulation equipment was funded in year 2, submit capital request for special education supports such as timers and equipment to support movement breaks and to develop gross and fine motor skills. Approximately \$4000

Year 4

Step 1. If special education supports are not funded in year 3, submit a capital request for these tools.