



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Abbotsford School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD34
Developed by: Byron Kask	Date Developed: October 3, 2018
School Name: Robert Bateman Secondary School	Principal's Name: Lance McDonald
Superintendent Approval Date (for School Districts only): Dec. 5, 2018	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: Nov. 6, 2018	Board/Authority Chair Signature:
Course Name: BAA ADST Assistant 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Code: YED-2A	

Board/Authority Prerequisite(s):

Access to this course is based on the recommendations of an ADST teacher and good working knowledge of the design thinking cycle.

Special Training, Facilities or Equipment Required:

ADST Classroom/Lab with associated equipment

Course Synopsis:

This is a career-skills focused course where students will work under the direct supervision of an ADST teacher while gaining practical and relevant work experience in an ADST field. Students will provide assistance in various ADST classes such as: Business Education, Home Economics and Culinary Arts, Information and Communication Technology, and Technology Education. Students will develop communication skills, interpersonal relations, leadership skills, teamwork, and conflict management while assisting, and supporting, an ADST teacher. Students will apply their skills in tutoring and mentoring roles and acquire an appreciation of the importance of lifelong learning and helping others. Students will be given a mandatory Assistant Orientation session where students will get a site orientation, review of safety practices and protocols (including the required use of personal protective equipment) as well as their job description for the course.

Goals and Rationale:

1. Develop and demonstrate communication and instructional skills in an ADST setting.
2. Gain relevant and practical career related experience in the ADST field.
3. Develop skills for assessing and managing inventory and supply needs as it relates to ADST specific courses.
4. Develop and demonstrate transferable employability skills.
5. Demonstrate appropriate use of technologies.
6. Demonstrate safe work practices as per Instructors Guidelines (use of personal protective equipment and permission to use equipment).

This course has been designed to provide a practical ADST experience that focuses on gaining relevant and transferable employability skills students can use to gain employment outside of school. This course gives students the opportunity to develop personal and field-related skills as they relate to working with others in any branch of ADST. The skills learned from this course will benefit the student in terms of leadership skills, ability to work in groups and interact with all types of individuals. This course was developed to meet the needs of students who wish to have a relevant and practical learning experience in an ADST classroom and, perhaps continue in this field beyond high school.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Through this course students will learn to use materials wisely and without excess waste. Students will demonstrate responsible disposal of potentially hazardous materials so as not to harm ourselves or the environment.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course provides students with practical, hands-on experience and an opportunity to reflect on their learning and grow in their employability skills.
- Learning involves recognizing the consequences of one's actions. Students will act as role models for professional behaviour. Students will come to understand that their actions have consequences within, and beyond, the ADST classroom.
- Learning recognizes the role of indigenous knowledge. Indigenous knowledge tells us that materials need to be respected and not wasted.
- Learning involves patience and time. Patience and time are essential in an ADST classroom. As students work with the design thinking cycle, they learn that solutions do not come easily or fast. Taking time in one's work allows for a better quality experience and product.

- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Students will be working with different ideas and designs. Many of these will require students to acknowledge and respect copyrights or attributions. Some materials, if not creative commons, cannot be shared.

BIG IDEAS

Lifelong learning and active citizenship foster career-life opportunities for people and communities.

ADST careers require a working knowledge of the design cycle and its social and environmental impacts.

Tools and technologies can be adapted for specific purposes and require safety considerations with use.

ADST knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Explore possibilities for using creative and innovative thinking during their ADST practical experience • Identify and apply preferred approaches to learning for ongoing career-life development and self-advocacy • Engage in, reflect on, and evaluate career-life exploration via their practical experience • Collaborate with supervising teacher to inform career-life development and exploration • Demonstrate and reflect on inclusive, respectful, and safe interactions within the classroom or lab • Plan different and appropriate ways to offer assistance to others • Demonstrate appropriate professional standards <p>Applied Skills</p> <ul style="list-style-type: none"> • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time • Demonstrate competency and proficiency in skills at various levels <p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • WHMIS guidelines/standards • equipment usage • measuring techniques and strategies • labelling techniques • material storage strategies • material disposal procedures • cost analysis • employability skills • safety protocols • rights and regulations in the workplace, including safety • professional standards • peer tutoring/mentoring techniques

- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Examine and analyze the role that changing technologies play in specific ADST course context

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **assistance-** understanding that there are different ways to tutor and interact with peers. Approaches include demonstration, modelling, guiding or prompting questions, verbal and reflective feedback, showing an alternative method or approach, but not taking over for the student.
- **professional standards-** including dress, hygiene, and personal protective gear, methods of speaking (ie. no swearing or inappropriate comments)

Content – Elaborations

- **WHMIS guidelines-** as appropriate to the ADST course
- **employability skills-** prioritizing, managing time, punctuality, taking initiative, being motivated, good communication and interpersonal skills, reliability, leadership, and interacting with supervising teacher and other students
- **safety protocols-**including the required and proper use of personal protective equipment and following WHMIS and work safety protocols
- **rights and regulations in the workplace, including safety-** including workplace safety protocols as provided by worksafebc
- **peer tutoring/mentoring techniques-** assisting other students with comprehension of content, assembling and proper use of equipment, reflection and feedback of ideas and plans

Recommended Instructional Components:

- **parallel/direct instruction**
 - tour the materials and equipment storage areas, make familiar with types and quantities needed.
 - assist in blade changes and set-up while Lockout procedures are in place (shop classes)
 - ensure students are following safe operating procedures under direction of the instructor
 - demonstrate maintenance and calibration of tools and equipment
 - identify and correct potentially hazardous situations
 - reiterate and determine knowledge of the safe use of equipment
- **Written instructions, independent work-**students are provided with lists of materials that are required to be prepared for on-going ADST activities. Students are required to implement instructions during the preparation of the materials
- **Modelling-** the safe and proper use of equipment and procedures

- **Group work**- students assist others in a group during peer tutoring and mentoring opportunities
- **Computer Use**-students create practice assessments following models provided by the teacher, access catalogues and other supplier sites to price and order materials. Students use appropriate sites and resources to understand context of their tasks, and for ideation.
- **Feedback opportunities**- Feedback is given on performance with opportunities to reflect on how to improve or change performance

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- There will be no final examination.
- Formative assessment is ongoing via informal feedback and discussion. There are opportunities for daily feedback.
- Self-assessment is ongoing using the Employability Skills Profile from the Conference Board of Canada as a guideline:
- <https://www.conferenceboard.ca/docs/default-source/educ-public/esp2000.pdf?sfvrsn=0>
- Summative assessment comes as a culmination of observations, feedback and student self-assessment rubric. (See attached competency-based evaluation form.)

Learning Resources:

- WHMIS Binder (where appropriate)
- Subject specific textbooks and resources
- WorksafeBC
- Materials supply websites and catalogues
- Computer software

ADST Assistant Performance Evaluation- to be completed by teacher

Student Name _____

Block _____

Course _____

Supervising Teacher _____

Please evaluate yourself on the following aspects of this course:

Aspect	Success Criteria	Emerging	Developing	Proficient	Extending	Comments
Workplace Behaviours -Demonstrates appropriate professional standards -Explore possibilities for using creative and innovative thinking during their ADST practical experience	Demonstrates punctuality					
	Displays a good work ethic					
	Demonstrates reliability					
	Demonstrates initiative					
	Demonstrates ability to prioritize tasks and manage time effectively					
Interpersonal Skills -Demonstrate and reflect on inclusive, respectful and safe interactions within the lab or classroom -Collaborate with supervising teacher to inform career-life development and exploration	Interacts well with teachers					
	Interacts well with other students					
Handling of Materials - Apply safety procedures for themselves, co-workers, and users in both physical and digital environments	Uses appropriate handling methods					
	Proper use of personal protective equipment					
	Maintains proper labeling					
	Maintains proper material storage					
	Applied proper disposal procedures					
	Maintains a clean and hazard-free preparation area					

ADST Assistant Performance Evaluation- to be completed by teacher

Handling of Equipment - Demonstrate competency and proficiency in skills at various levels - Apply safety procedures for themselves, co-workers, and users in both physical and digital environments	Prepares equipment properly and safely					
	Performs minor repairs on damaged equipment					
	Maintains proper equipment storage					
	Tracks any missing or damaged equipment					
Data Entry -Examine and analyze the role that changing technologies play in specific ADST course context	Assists in ordering and receiving stock					
General Computer Use - Explore existing, new, and emerging tools, technologies, and systems -Evaluate impacts, including unintended negative consequences, of choices made about technology use	Searches for appropriate design ideas and industry standards					
	Safely uses technology					
	Sources materials from appropriate suppliers					
Peer Tutoring/ Mentoring -Demonstrate and reflect on inclusive, respectful, and safe interactions within the classroom or lab -Plan different and appropriate ways to offer assistance to others	Assists other students with comprehension of content, methods, techniques, and procedures					
	Assists other students with safe and proper use of equipment and procedures					

ADST Assistant Self-Evaluation

Student Name _____

Block _____

Course _____

Supervising Teacher _____

Please evaluate yourself on the following aspects of this course:

Aspect	Success Criteria	Emerging	Developing	Proficient	Extending	Comments
Workplace Behaviours -Demonstrates appropriate professional standards -Explore possibilities for using creative and innovative thinking during their ADST practical experience	Demonstrates punctuality					
	Displays a good work ethic					
	Demonstrates reliability					
	Demonstrates initiative					
	Demonstrates ability to prioritize tasks and manage time effectively					
Interpersonal Skills -Demonstrate and reflect on inclusive, respectful and safe interactions within the lab or classroom -Collaborate with supervising teacher to inform career-life development and exploration	Interacts well with teachers					
	Interacts well with other students					
Handling of Materials - Apply safety procedures for themselves, co-workers, and users in both physical and digital environments	Uses appropriate handling methods					
	Proper use of personal protective equipment					
	Maintains proper labeling					
	Maintains proper material storage					
	Applied proper disposal procedures					
	Maintains a clean and hazard-free preparation area					

ADST Assistant Self-Evaluation

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	Performs minor repairs on damaged equipment					
	Maintains proper equipment storage					
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Data Entry -Examine and analyze the role that changing technologies play in specific ADST course context	Assists in ordering and receiving stock					
General Computer Use - Explore existing, new, and emerging tools, technologies, and systems -Evaluate impacts, including unintended negative consequences, of choices made about technology use	Searches for appropriate design ideas and industry standards					
	Safely uses technology					
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Peer Tutoring/ Mentoring -Demonstrate and reflect on inclusive, respectful, and safe interactions within the classroom or lab -Plan different and appropriate ways to offer assistance to others	Assists other students with comprehension of content, methods, techniques, and procedures					
	Assists other students with safe and proper use of equipment and procedures					