

About the Education Assistant Competency Framework

Project Background, Process, and Purpose

Over the last couple years, the Ministry of Education and Child Care has been working on the development and implementation of a K-12 Workforce Plan to support a stable, qualified, and engaged K-12 workforce. Through extensive research and sector collaboration, the need for greater consistency in post-secondary education programs for education assistants (EAs) has been identified as a key priority, leading to the development of a foundational EA Competency Framework.

To create this framework, the Ministry of Education and Child Care partnered with BCcampus, engaging an educational developer, Tenielle McLeod, and two EA subject-matter experts from B.C. public post-secondary institutions, Sandra Polushin and Jennifer Erickson. The initial draft was based on Employment and Social Development Canada's (ESDC) Occupational and Skills Information System (OaSIS) and was then refined with B.C.-specific context to align with EA education and job expectations. The [eCampus Ontario Open Competency Toolkit](#) was used to help develop the formatting and structure.

The competency framework is meant to serve as an optional guide for all EA programs offered in British Columbia, working towards greater consistency in education and bridging the gap between post-secondary students' educational training and workforce expectations. It is designed for program developers and instructors to support curriculum and course development. The framework does not dictate the roles and responsibilities of EAs in British Columbia; please refer to employer policies, job descriptions, and related documents for more information on specific EA roles and responsibilities.

How to use the Competency Framework

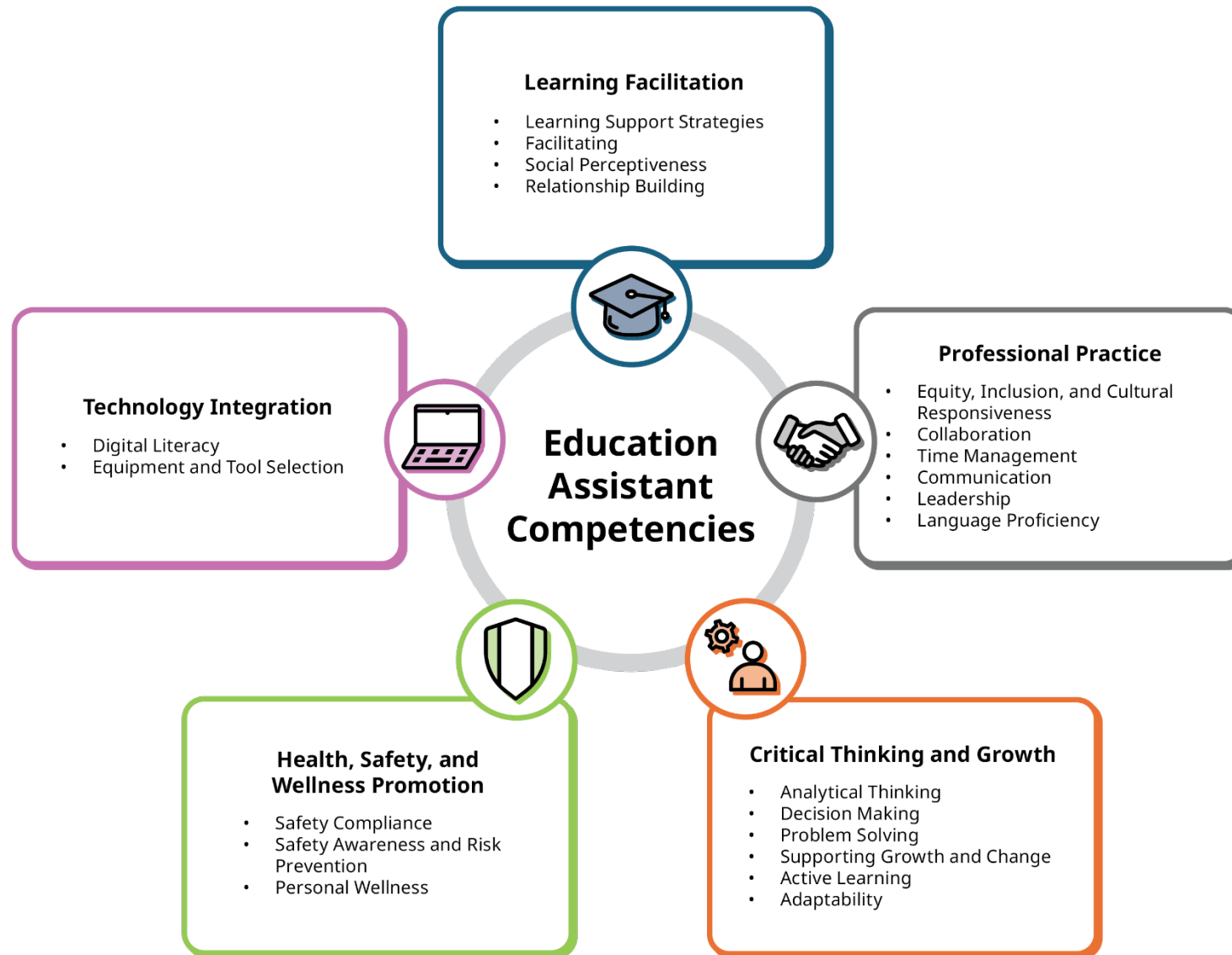
This competency framework can be used as a guide to develop curriculum, assess student learning, and align training with the skills and knowledge required for success as an education assistant. It outlines foundational competencies with a list of indicators, which program developers and instructors can use to further develop learning content, determine proficiency levels, and develop appropriate assessment methods. It is highly recommended that post-secondary educators use the "Expanded Competency" template found in the appendix to further develop and align the competencies with course content, learning resources, and assessment methods.

Definitions

Competency: a specific skill, attribute, unit of knowledge, or ability that can be assessed and applied in a setting such as school or work.

Indicators: Specific, observable, and measurable behaviour that demonstrates proficiency in a competency.

EA Competency Framework Overview



Competency Statements and Indicators

Category A: Learning Facilitation

Learning Support Strategies	
Statement	The capability to select and use training/instructional methods and procedures appropriate for the situation when facilitating learning.
Indicators	<ol style="list-style-type: none"> 1. Applies principles of Universal Design for Learning (UDL) to support flexible and creative learning environments. 2. Promotes learner agency by empowering students to take ownership of their learning. 3. Supports student learning, engagement, and students with diverse abilities through inclusive, culturally sensitive, and trauma-informed¹ strategies. 4. Supports students with specific disabilities or diverse abilities by implementing strategies aligned with their individual learning needs, promoting accessibility, engagement, and participation². 5. Collaborates with the educational team³ to improve student outcomes and adapt support plans, consistent with B.C.'s K-12 policies including core competencies and inclusive education. 6. Facilitates student use of learning tools, and assistive technology. 7. Promotes self-regulation, problem-solving, and goal setting in consultation with teachers. 8. Supports culturally responsive, evidence-based instructional strategies. 9. Supports access to and organization of learning material and resources in collaboration with the educational team. 10. Encourages smooth transitions, task completion, and active participation. 11. Modifies or adapts instructional methods and materials in collaboration with the educational team. 12. Supports student learning as outlined in the Individual Education Plans (IEPs). 13. Celebrates student progress toward learning goals.
Facilitating	
Statement	The capability to teach others knowledge, or how to do something.
Indicators	<ol style="list-style-type: none"> 1. Implements learning strategies, provided by the teacher, to support diverse abilities. 2. Promotes the development of skills in alignment with IEPs. 3. Supports students in developing self-advocacy, using self-help strategies and critical thinking skills.

¹ See [Trauma-Informed Practice \(TIP\) – Resources - Province of British Columbia](#) for more information on trauma-informed practice.

² Such as those identified in the Ministry of Education and Child Care [Inclusive Education Services: Manual of Policies, Procedures and Guidelines 2024](#)

³ The educational team can include, but is not limited to, the school principal, vice principal, inclusion teacher and teams, learning assistant, resource teacher, classroom teacher, educational assistants, school counsellor, parents and/or guardians, Indigenous education enhancement workers, child and youth care workers, Speech Language Pathologists (SLP), school district staff such as Augmentative and Alternative Communication Speech Language Pathologist (AAC SLP), psychologists, district inclusion teams, and outside agencies such as health authorities and Ministry of Children and Family Development.

	<ol style="list-style-type: none"> 4. Helps students practice concepts, check for understanding, seek and integrate feedback, and engage in reflection. 5. Supports students to use a variety of tools, resources, or devices in classroom routines. 6. Clarifies vocabulary, symbols, and language to make learning accessible. 7. Uses mediated instruction strategies that are responsive to individual learning needs, strengths, and communication styles, in collaboration with the educational team. 8. Supports accessible and inclusive learning in areas such as reading, writing, and numeracy. 9. Encourages peer to peer collaboration to enhance engagement in mutual learning.
Social Perceptiveness	
Statement	The capability to be aware of others' reactions, spoken, unspoken, or visual communication, including body language cues to discern the reasons behind their behaviours.
Indicators	<ol style="list-style-type: none"> 1. Recognizes that children use behaviour to communicate. 2. Responds to students' verbal and nonverbal cues (e.g., body language, tone) to identify engagement needs. 3. Responds to students' visual communication, or communication devices to reciprocate engagement and respond to student needs. 4. Uses culturally responsive, evidence informed theories to interpret cues and respond to others. 5. Supports students with co-regulation and self-regulation. 6. Practices trauma-informed care. 7. Adapts communication to meet developmental and learning needs using visual aids, gestures, or assistive tools. 8. Supports inclusivity, responsiveness, and student growth in alignment with B.C.'s Safe and Caring School Communities. 9. Recognizes the importance of family engagement and connections with the educational team.
Relationship Building	
Statement	The capacity to facilitate social inclusion, promoting access, community, and belonging.
Indicators	<ol style="list-style-type: none"> 1. Builds trust with all students by showing care and providing support based on individual strengths and needs. 2. Supports to students to navigate challenges in friendships through guided practice, modeling, and enhanced opportunities. 3. Helps create accessible, inclusive activities that support participation for students with disabilities or diverse abilities. 4. Supports group activities that build peer connections and social skills. 5. Respects and includes diverse cultural, linguistic, and ability perspectives in school activities. 6. Models respectful, inclusive behaviour in all interactions. 7. Maintains a welcoming, respectful approach that values diverse opinions and communication styles.

Category B: Professional Practice

Equity, Inclusion, and Cultural Responsiveness

Statement	The quality of engaging in an ongoing process of self-exploration and self-critique to approach interactions with openness, curiosity and respect for diverse perspectives.
Indicators	<ol style="list-style-type: none"> 1. Fosters an education environment that is equitable, free of racism, including Indigenous-specific racism, where all students, staff, and families feel welcome, safe, respected, and valued. 2. Uses inclusive, strengths-based language and avoids stereotypes. 3. Demonstrates consistent respect and openness toward students' diverse identities. 4. Listens actively to students and families, honoring their lived experiences perspectives and expertise. 5. Engages in ongoing self-reflection to uncover personal biases and assumptions. 6. Collaborates with the educational team to provide culturally responsive supports for students. 7. Fosters safety and inclusion by affirming sexual orientation and gender identity (SOGI) and addressing related bias. 8. Respects and acknowledges First Nations, Métis, and Inuit Peoples as distinct Peoples with unique cultures, histories, rights, laws, and governments. 9. Honours and acknowledges the languages, cultures, heritages, histories and land-based connections of the First Nation(s) on whose territory a school and/or school district is located. 10. Celebrates Métis, Inuit, and non-local First Nation cultures, heritages, and languages as part of the diversity of our society. 11. Respects and values the history of First Nations, Inuit, and Métis in Canada and the impacts of the past on the present and the future. 12. Contributes towards truth, reconciliation, and healing by fostering a deeper understanding of the ways of knowing and being, histories, and cultures of First Nations, Inuit, and Métis. 13. Respects and acknowledges Deaf and Deafblind people as members of a distinct linguistic and cultural groups, and honours American Sign Language (ASL) and Indigenous sign languages as their primary languages.

Collaboration

Statement	The quality of contributing and working collaboratively while being supportive and inclusive of others to achieve a common goal.
Indicators	<ol style="list-style-type: none"> 1. Contributes ideas and resources to team discussions with a student-centered approach, enhancing problem-solving and keeping leading practices in support strategies at the forefront. 2. Demonstrates open communication with colleagues, offering support when needed. 3. Supports an environment where all voices are heard in team settings, fostering inclusivity and diverse perspectives. 4. Adapts communication strategies to meet diverse learning styles, ensuring all team members feel valued. 5. Contributes to resolving team conflicts respectfully, focusing on solutions. 6. Demonstrates collaborative behaviour among the educational team fostering teamwork and respect. 7. Mediates between students and other support staff, ensuring a student-centered approach.

	<ol style="list-style-type: none"> 8. Coordinates strategies with the educational team for unified support. 9. Builds relationships with teams by participating in meetings and relevant events.
Time Management	
Statement	The capability to manage one's own time and the time of others.
Indicators	<ol style="list-style-type: none"> 1. Manages assigned tasks efficiently while supporting students and classroom routines. 2. Completes responsibilities within set timelines to minimize disruption. 3. Responds flexibly to schedule changes while maintaining focus on student support. 4. Works collaboratively with staff to coordinate shared responsibilities. 5. Supports students in staying engaged and using class time effectively. 6. Prepares learning materials as directed, supporting smooth classroom operations. 7. Reflects on work habits to maintain efficiency and support team goals.
Communication	
Statement	The capability to actively listen, ask relevant questions, and utilize multiple communication modes to convey information clearly and effectively.
Indicators	<ol style="list-style-type: none"> 1. Employs affirming language, specific praise, and body language to reinforce student behaviours and build confidence. 2. Uses a variety of communication tools and strategies to support students in understanding and expressing themselves. 3. Interprets correspondence, instructions, rules, policies, graphs, and/or charts. 4. Adjusts tone, vocabulary, and communication method to suit the audience, ensuring clarity and accessibility. 5. Paraphrases instructions and student comments to confirm understanding. 6. Explains student progress and challenges clearly to the educational team. 7. Demonstrates active listening. 8. Responds with empathy, recognizing tone and non-verbal cues to support emotional needs. 9. Uses calm, neutral language to foster respectful dialogue. 10. Uses conflict resolution strategies to manage disagreements constructively, promote understanding and to support a respectful environment. 11. Provides clear instructions for transitions, routines, and classroom expectations. 12. Communicates effectively with students and the educational team, documenting progress accurately.
Leadership	
Statement	The quality of leading others towards a common goal by guiding, influencing, and inspiring them.
Indicators	<ol style="list-style-type: none"> 1. Supports colleagues by sharing guidance, advice, and resources. 2. Engages in collaborative discussions, ensuring inclusivity and student-centered focus in decision-making. 3. Motivates others by supporting an inclusive, respectful environment that honours diverse perspectives and contributions. 4. Celebrates team achievements.

	<ol style="list-style-type: none"> 5. Encourages student leadership and responsibility through structured roles and responsibilities. 6. Aligns classroom practices with school goals, promoting a shared vision for success. 7. Practices conflict resolution strategies through open communication, empathy, and problem solving. 8. Shares knowledge and expertise with others. 9. Demonstrates respect and concern for others. 10. Demonstrates integrity, confidentiality, and respect in all interactions with students and educational team members. 11. Actively engages in team meetings, IEP discussions, and professional learning opportunities.
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Language Proficiency

Statement	The capability to understand information and ideas presented by others and to communicate information effectively.
Indicators	<ol style="list-style-type: none"> 1. Records and updates behavioural tracking charts or logs accurately to support behaviour management plans. 2. Aligns support with instructional goals by referencing lesson plans and teacher guidance. 3. Explains written instructions to enhance student understanding and assistance. 4. Communicates school policies, procedures, and updates consistently. 5. Follows safety protocols and emergency procedures. 6. Supports students with diverse literacy needs. 7. Encourages student comprehension and independence through symbols, visuals, and simplified text. 8. Documents student progress clearly, using audience-appropriate language. 9. Writes professional summaries, emails, and memos that adhere to school policies. 10. Adapts schedules, checklists, and instructions for accessibility. 11. Develops and utilizes a variety of communication tools and strategies, such as visual supports and alternative methods, to meet the diverse abilities of students.

Category C: Critical Thinking and Growth

Analytical Thinking

Statement	The quality of analyzing information and using logic to address issues and problems.
Indicators	<ol style="list-style-type: none"> 1. Recognizes patterns in student behaviour and engagement, sharing insights with the educational team to support progress. 2. Identifies factors influencing student needs to help inform teacher-led strategies. 3. Observes and monitors student interactions and classroom dynamics to actively support social and academic inclusion. 4. Uses student assessment data provided by the teacher to adjust support strategies and reinforce learning goals. 5. Provides input on instructional materials based on student engagement, helping the teacher refine resources for accessibility and effectiveness. 6. Collects and shares data on student progress and engagement to inform support strategies.

Decision Making	
Statement	The capability to analyze information among a set of alternatives, to evaluate potential outcomes and choose the most appropriate solutions.
Indicators	<ol style="list-style-type: none"> 1. Identifies safe actions during emergencies and evaluates risks, involving additional staff when necessary. 2. Selects appropriate support response strategies in collaboration with educational team. 3. Prioritizes tasks based on urgency and importance, adapting to new information and classroom needs. 4. Supports conflict resolution by guiding students through learner ability-appropriate problem-solving discussions. 5. Collaborates with teachers to select effective teaching methods and learning resources, ensuring student engagement. 6. Uses feedback from the educational team to prioritize and implement changes that improve learning outcomes.
Problem Solving	
Statement	The capability to identify problems and review related information to develop solutions or feasible options.
Indicators	<ol style="list-style-type: none"> 1. Identifies barriers to participation and shares observations with the educational team to support student growth. 2. Recognizes when students may be struggling and collaborates with the team to ensure prompt and appropriate support. 3. Collaborates with teachers to create inclusive, flexible learning environments. 4. Engages in solution-focused conversations with the educational team. 5. Offers ideas for adjustments based on student strengths, feedback, and observations. 6. Anticipates potential needs and helps plan supportive strategies with the educational team. 7. Encourages student self-expression and creativity. 8. Co-creates engaging activities that reflect student interests and support diverse ways of learning.
Supporting Growth and Change	
Statement	The capability to encourage others to consider new perspectives, beliefs, intentions, or behaviours.
Indicators	<ol style="list-style-type: none"> 1. Responds with patience and support to promote positive interactions. 2. Uses calm, respectful language to support students during moments of stress or resistance. 3. Encourages positive behaviour using communication that aligns with each student's strengths and needs. 4. Communicates clearly and consistently to support understanding and acquisition of new concepts, beliefs, and perspectives. 5. Uses inclusive, plain, and respectful language to guide thoughtful choices. 6. Reinforces support strategies developed by the educational team to promote student growth. 7. Adapts practices and support strategies in response to students' evolving needs. 8. Models a growth mindset by embracing challenges and learning from setbacks. 9. Sets high yet realistic expectations tailored to individual strengths and needs. 10. Offers opportunities for students to reflect, set goals, and track their own growth.

Active Learning	
Statement	The quality of pro-actively looking to understand the implications of new information in the current and changing workplace.
Indicators	<ol style="list-style-type: none"> 1. Engages in learning that explores equity, inclusion, and decolonizing education⁴. 2. Engages actively in discussions and collaboration with the educational team to refine support strategies. 3. Engages in reflective practice to continuously improve student support. 4. Encourages interactive learning experiences by fostering student participation, questioning, and critical thinking. 5. Assesses self-performance, seeking opportunities for self-improvement and professional growth. 6. Seeks information to fill gaps in understanding.

Adaptability	
Statement	The quality of adapting oneself to expected or unexpected changes and different situations while continuing to achieve set goals.
Indicators	<ol style="list-style-type: none"> 1. Responds to changes in student needs, adjusting support strategies for academic, emotional, or behavioural needs. 2. Remains calm, flexible, and adaptable during classroom disruptions, unforeseen events, or transitions in teaching staff to provide consistent support. 3. Embraces new teaching methods and technologies, helping students transition to virtual or hybrid learning environments. 4. Maintains a responsive, open, and respectful presence and reflects on communication to enhance interactions. 5. Adapts traditional resources to make learning more interactive and accessible for students with disabilities or diverse abilities. 6. Applies teacher-recommended strategies grounded in UDL to help students access the curriculum and stay engaged in learning. 7. Demonstrates flexibility with changes in work schedules or locations, and responsibilities, maintaining high standards of support.

Category D: Health, Safety, and Wellness Promotion

Safety Compliance	
Statement	The capability to adhere to safety protocols and regulations, ensuring a safe and healthy work environment.
Indicators	<ol style="list-style-type: none"> 1. Follows WorkSafeB.C. and school district policies and procedures, including processes for reporting incidents. 2. Contributes to safe, caring and inclusive school communities by addressing bullying in alignment with district codes of conduct, policies, and procedures and general safety process as outlined in B.C.'s Safe and Caring School Communities policy. 3. Supports the implementation of Employee Safety Plans and/or Student Safety Plans when required. 4. Implements preventive measures to minimize risks.

⁴ See [First Peoples Principles of Learning – First Nations Education Steering Committee \(FNESC\)](#) for more information on decolonizing education.

	<ol style="list-style-type: none"> 5. Follows individual care plans, health protocols, and school or organizational procedures. 6. Stays informed about emergency protocols specific to school sites. 7. Complies with duty to report abuse or suspected child abuse.
Safety Awareness and Risk Prevention	
Statement	The capability to recognize behaviours, implement proactive measures, and provide respectful personal and intimate care to ensure a safe and supportive learning environment
Indicators	<ol style="list-style-type: none"> 1. Implements strategies developed by the educational team to support intimate and personal care while maintaining dignity and privacy. 2. Applies ethical care principles, including, but not limited to, asking for consent and maintaining confidentiality and professional boundaries in interactions with students and the educational team. 3. Promotes student independence in intimate and personal care tasks where appropriate. 4. Responds sensitively to the student's comfort levels, preferences, and routines. 5. Uses adaptive equipment or technology when necessary to ensure the student's safety and comfort. 6. Provides personal assistance with mobility, transferring, and healthcare plans, ensuring safety and effectiveness. 7. Ensures safe use and maintenance of mobility, personal and intimate care equipment, addressing concerns when required. 8. Establishes clear expectations and takes proactive measures to prevent accident and injury. 9. Assists teacher in maintaining a safe, organized classroom. 10. Supports de-escalation using trauma-informed, preventative strategies that prioritize student dignity and safety.
Personal Wellness	
Statement	The capacity to practice proactive ways of taking care of the physical, mental, emotional, and spiritual aspects of life to promote personal health and wellness.
Indicators	<ol style="list-style-type: none"> 1. Recognizes and responds to signs of stress, seeking support when needed. 2. Maintains healthy emotional boundaries with students and the educational team. 3. Demonstrates self-awareness by asking for help when experiencing emotional or mental fatigue. 4. Practices strategies for emotional regulation and resilience (e.g., mindfulness, reflection). 5. Communicates needs and boundaries respectfully and effectively. 6. Maintains a clear distinction between work responsibilities and personal life. 7. Identifies the scope and professional boundaries of the Education Assistant role. 8. Seeks employment-related services and support when needed from external resources when facing workplace concerns, conflicts, or questions about rights and responsibilities.

Category E: Technology Integration

Digital Literacy

Statement	The capability to understand and implement digital devices and tools to obtain, exchange, create or process digital information in a secure manner.
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| Indicators | <ol style="list-style-type: none">1. Recognizes the importance of finding credible, age-appropriate resources online and evaluating information for accuracy and bias.2. Supports students in using tools such as cloud-based storage and shared platforms to effectively store, access, and organize digital content.3. Supports students in developing problem-solving strategies for navigating difficulties with digital tools.4. Recognizes key aspects of digital citizenship, including respectful online communication, privacy protection, and responsible use of digital technologies.5. Expresses the importance of originality in projects, emphasizing proper attribution.6. Explains ethical implication and use of current and emergent technology.7. Supports student use of technologies to enhance access and learning, including assistive technologies.8. Demonstrates the ability to resolve technical issues and support the smooth integration of technology into instructional activities. |
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Equipment and Tool Selection

Statement	The capability to choose between two or more types of tools and/or equipment to perform a job.
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| Indicators | <ol style="list-style-type: none">1. Implements digital tools aligned with student needs, Individualized Education Plans (IEPs), and goals, providing feedback on effectiveness.2. Supports accessibility by implementing tools such as screen readers, ergonomic equipment and sensory regulation aids, monitoring and responding to student needs.3. Ensures safe use and maintenance of equipment, addressing concerns and successes.4. Monitors engagement with technology and learning tools, gathering insights to support student progress and instructional adjustments. |
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Appendix 1: Expanded Competency Examples

The following are samples that demonstrate how competencies in this framework can be further aligned with the content delivered in an Education Assistant (EA) program. The examples were developed by Jennifer Erickson (Langara) and Sandra Polushin (Douglas College) and are intended solely to illustrate the type of work involved. They are provided for reference purposes only and are not intended to be viewed as finalized material or a required approach.

Expanded Competency Example: Collaboration

Competency Title	Collaboration
Competency Statement	The quality of contributing and working collaboratively while being supportive and inclusive of others to achieve a common goal.
Indicators	<ul style="list-style-type: none"> • Contributes ideas and resources to team discussions, enhancing problem-solving and advocating for student needs and appropriate support strategies. • Demonstrates open communication with colleagues, offering support when needed. • Ensures all voices are heard in team settings, fostering inclusivity and diverse perspectives. • Adapts communication strategies to meet diverse learning styles, ensuring all team members feel valued. • Contributes to resolving team conflicts calmly and respectfully, focusing on solutions. • Demonstrates collaborative behaviour among the educational team fostering teamwork and respect. • Coordinates strategies with other educators for unified support. • Builds relationships with teams by participating in meetings, and relevant events.
Supporting Skills and Knowledge	<ul style="list-style-type: none"> • Communication Skills: Active listening, clear and assertive speech (“I” statements, perception checking), giving constructive feedback. • Teamwork Skills: Understanding team development stages, collaborative problem-solving, decision-making models, conflict resolution, and maintaining positive team dynamics. • Personal Growth: Identifying strengths and areas for improvement in communication and teamwork. • Conflict Management: Recognizing conflict styles, applying win-win strategies, managing emotions, and resolving disputes constructively. • Professional Conduct: Upholding standards in both formal and informal team settings. • Supporting Skills: Being fully present, cultural sensitivity, public speaking, assertiveness, handling difficult conversations, and self-care.
Key Terms/Definitions Required	<p>Inclusive language and communication styles</p> <ul style="list-style-type: none"> • Verbal word choice, tone, and non-verbal gestures and cues that respect others’ diverse backgrounds and do not reflect stereotypes or discriminatory views of people or groups, whether intentionally or inadvertently. <p>Workplace communication protocols</p> <ul style="list-style-type: none"> • Policies and procedures about communicating in a specific workplace. These may include guidance on use of language as well as observing a specific chain of command when communicating, as well as policies on personal communication during work hours. <p>Active listening</p> <ul style="list-style-type: none"> • listening and actively processing and seeking to understand meaning and intent of another person’s/ groups’ communication, while being mindful of one’s engagement and focus. <p>Collaboration</p> <ul style="list-style-type: none"> • the act or process of working together or cooperating

	<p>Conflict resolution</p> <ul style="list-style-type: none"> the informal or formal process that two or more parties use to find a peaceful solution to their conflict. <p>I statements</p> <ul style="list-style-type: none"> a sentence beginning with the word “I” that tells another person how you are feeling in a clear, constructive, and empowered way. <p>Paraphrasing</p> <ul style="list-style-type: none"> a restatement of one’s verbal communication / text to enhance clarity. <p>Non-verbal</p> <ul style="list-style-type: none"> communication through spoken language, body language, eye contact, muscle tension, posture, mannerisms, proxemics (how close we stand to each other) <p>Para-verbal</p> <ul style="list-style-type: none"> communication based on how you say it, voice quality, voice tone, rate of speech, cadence/rhythm of voice, volume, inflection. <p>Verbal</p> <ul style="list-style-type: none"> communication through language <p>Win-win</p> <ul style="list-style-type: none"> situation in which each party benefits in some way
Context/Examples	<ul style="list-style-type: none"> Team planning with teacher Collaboration with the educational team Problem-solving discussion with behaviour support team Staff debrief after a crisis Peer support meeting with other educational assistants Individualized education program (IEP) meeting (if invited) Conflict with a school team member(s)
Learning Content/Links	<ul style="list-style-type: none"> Ashman, M. (2020). Introduction to professional communications. https://pressbooks.BCcampus.ca/professionalcomms/ CC 4.0 B.C Government (2024). Inclusive language and terms Words matter: Guidelines on using inclusive language in the workplace Writing Guide for Indigenous Content Employment and Social Development Canada (2024). Guide for communicating with and about persons with disabilities. B.C. Government Ministry of Education (2022). Students with Refugee Experience: A guide for teachers and schools Adler, R., Rolls, J., Russell F., Li, P. (2024) <i>Look: Looking Out, Looking In</i>. Cengage Learning. Manitoba Government (n.d.) Communication: Educators’ Resource Guide: Supporting students who are deaf or hard of hearing Communication Disabilities Access Canada
Assessment Methods	<ul style="list-style-type: none"> Self-reflection journal Written summary Role-play / observation & feedback Case study analysis Video/audio assessment Peer Feedback & collaboration assessment (group discussions / reflections) Performance-based assessment (real-world tasks) - leading small group activity/ mediating student conflict/ presentation Practicum observation and evaluation

Expanded Competency Example: Social Perceptiveness

Competency Title	Social Perceptiveness
Competency Statement	The capability to be aware of others' reactions, spoken, unspoken, or visual communication, including body language cues to discern the reasons behind their behaviours.
Indicators	<ul style="list-style-type: none"> • Responds to students' verbal and nonverbal cues (e.g., body language, tone) to identify engagement needs. • Responds to students' visual communication, or communication devices to reciprocate engagement and respond to student needs. • Uses culturally responsive, evidence informed theories to respond to others. • Supports students with co-regulation and self-regulation. • Practices trauma-informed care. • Adapts communication to support learning needs by using a variety of expressive and receptive communication tools, such as visual aids and gestures. • Adapts communication to meet developmental needs using visual aids, gestures, or assistive tools. • Supports inclusivity, responsiveness, and student growth in alignment with B.C.'s Safe and Caring School Communities.
Supporting Skills and Knowledge	<ul style="list-style-type: none"> • Observation & Engagement: Active listening, emotional intelligence, behavioural awareness, flexibility. • AAC & Communication Support: Proficiency in AAC tools (Pics, schedules, social narratives, PECS, speech devices, etc.), patience, adaptability, basic sign language/gestures. • Culturally Responsive Practices: Cultural competency, inclusive education (UDL), evidence-based strategies, respect for diverse identities. • Self & Co-Regulation Support: Knowledge of self/co-regulation frameworks, sensory strategies, regulation techniques. • Trauma-Informed Care: Trauma awareness, safe environments, empathy, trust-building, de-escalation techniques. • Adaptive Communication for Learning: Multimodal communication (visuals, gestures, AAC), differentiation, assistive technology, clarity. • Developmentally Appropriate Communication: Developmental awareness, AAC tools/supports, scaffolding, reinforcement strategies.
Key Terms/Definitions Required	<p>Augmentative and Alternative Communication (AAC)</p> <ul style="list-style-type: none"> • tools, systems, devices or strategies that support or replace spoken language <p>Co-regulation</p> <ul style="list-style-type: none"> • the ability to regulate emotions and behaviours to soothe and manage stressing internal sensory input or external situations, with the support and direction of a connecting individual. Co-regulation is nurturing connection of another individual that supports regulation needs through the use of strategies, tools, and calming techniques in order to self-soothe or respond in times of stress. <p>Culturally responsive</p> <ul style="list-style-type: none"> • student-centred approaches to learning, while acknowledging and embracing students' cultures, languages, and experiences to support engagement in the learning environment <p>Inclusive language and communication styles</p> <ul style="list-style-type: none"> • Verbal word choice, non-verbal gestures and paraverbal cues that respect others' diverse backgrounds and do not reflect stereotypes or discriminatory views of people or groups, whether intentionally or inadvertently. <p>Non-verbal</p> <ul style="list-style-type: none"> • communication through spoken language, body language, eye contact, muscle tension, posture, mannerisms, proxemics (how close we stand to each other) <p>Para-verbal</p> <ul style="list-style-type: none"> • communication based on how you say it, voice quality, voice tone, rate of speech, cadence/rhythm of voice, volume, inflection.

	<p>Verbal</p> <ul style="list-style-type: none"> communication through language <p>Self-regulation</p> <ul style="list-style-type: none"> the ability to effectively manage one's emotions, behaviours, and cognitive processes in social contexts, based on an acute awareness of social cues, norms, and the emotions and intentions of others. <p>Trauma informed practice</p> <ul style="list-style-type: none"> understanding, recognizing, and responding to effects of long-standing trauma, while emphasizing learners' control, empowerment, sense of safety, trust, and transparency within the learning environment
Context/Examples	During a teacher lead group activity, the Education Assistant recognizes others' body language, reactions, and social cues to support a safe and inclusive environment. Depending on the circumstances, EAs would be able to support this goal by recognizing these cues and providing social and emotional and/or sensory regulation support. EAs can also encourage student peer relationships, set clear expectations and celebrate all students.
Learning Content/Links	<ul style="list-style-type: none"> BCcampus (2022). Trauma-informed facilitation. B.C. Government (2024) Safe and Caring School Communities B.C Government (2024). Inclusive language and terms B.C. Government Ministry of Education (2022). Students with Refugee Experience: A guide for teachers and schools Harber, M., & Rao, A. (2019). The role of an education assistant: Supporting inclusion. Canadian Scholars. Manitoba Government (n.d.) Communication: Educators' Resource Guide: Supporting students who are deaf or hard of hearing Jhangiani & Tarry (2022). Principles of social psychology – 1st International HSP Edition. CC-BY-NC-SA-4.0 License Communication Disabilities Access Canada Open School B.C. (2021). Trauma-informed practice SetB.C. – social emotional resources Krishnamoorthy, Joondalup, & Schimke, (2023). Trauma Informed Education. (Open textbook library). University of Southern Queensland.
Assessment Methods	<ul style="list-style-type: none"> Self-reflection journal Written summary Role-play / observation & feedback Case study analysis Video/audio assessment Peer Feedback & collaboration assessment (group discussions / reflections) Performance-based assessment (real-world tasks) - leading small group activity/ mediating student conflict/ presentation Practicum observation and evaluation tools

Expanded Competency: Template (Blank)

Competency Title	
Competency Statement	
Indicators	•
Supporting Skills and Knowledge	•

Key Terms/Definitions Required	•
Context/Examples	•
Learning Content/Links	•
Assessment Methods	•

Appendix 2: Resources and References

Resources

[AI competency framework for teachers - UNESCO Digital Library](#)

[Distinctions-based Approach](#)

[eCampusOntario Open Competency Toolkit](#)

[First Peoples Principles of Learning – First Nations Education Steering Committee \(FNESC\)](#)

[Inclusive Education Services: Manual of Policies, Procedures and Guidelines 2024](#)

[K-12 Anti-Racism Action Plan](#)

[Safe and Caring School Communities - Province of British Columbia](#)

[Trauma-Informed Practice \(TIP\) – Resources - Province of British Columbia](#)

[The UDL Guidelines](#)

References

[British Columbia Micro-Credential Framework](#)

[eCampusOntario Open Competency Toolkit](#)

[Welcome to the OaSIS - Canada.ca](#)