

TCA - EDUCATION DIPLOMA

TCA 100 Use play based learning to reflect the 5 domains of child development (2-2-4)

This module aims to provide learners with the knowledge and skills required to equip students with a basic understanding of using play as a base learning to reflect the five domains of child development across the physical, cognitive, language, social, and emotional domains and how development and learning to intersect across the domains. Students focus on developing learning through play, identify the various types and stages of play, and describe the importance of social interaction, relationships, and play in children's development and learning.

TCA 101 Differentiate the learning needs of TDO and gifted children (2-2-4)

This module aims to provide learners with the knowledge and skills required to identify the concept of differences in the human condition. Compare standard (or regular) development and performance to mainstream and to mild learning disabilities, including exceptional development and performance. Identify causes of differences in development and performance. Explore and report on different kinds of disabilities, as recognised by the Ministry of Education in the UAE, affecting children's educational performance.

TCA 102 Prepare and Reflect on Professional Practice (1-1-2)

This module provides students with knowledge and skills relevant to reflective work on their practice. They will learn about models of reflective practice with a focus on Gibb's model. They will engage in activities that take them progressively through the reflective cycle to analyse and evaluate their practices in relation to their roles and responsibilities within the learning context, essential assisting techniques, effective communication skills to interact with teachers, students and stakeholders, and classroom management strategies to meet the diverse needs of students.

TCA 104 Explain Theories of Learning in Practice (2-2-4)

This module aims to provide learners with a basic understanding of learning theories and their application in the learning context. Students will learn about the key features, assumptions, evolving processes, and modern applications of those theories in the classrooms.

TCA 105 Prepare Resources for Teaching and Learning (2-2-4)

This module aims to provide learners with the knowledge and skills required to collaborate with the classroom teacher to ensure that learning activities are supported with sufficient and meaningful learning resources. Learners will develop and demonstrate skills to create and organize learning materials, organize equipment, and administer software resources in the classroom.

TCA 106 Use English for Classroom Management (2-2-4)

This module provides learners with strategies to assist the teacher in developing a positive classroom environment and explores the various approaches to classroom management. They will practice various tasks designed to simulate teacher assistant roles in the classroom, such as differentiating within one-to-one instruction or small group activities while supporting English language development. They will gain familiarity with three types of decision-making related to behavior management: proactive, interactive, and reflective.

TCA 107 Employ Pedagogic Skills to Support Teaching and Learning (2-2-4)

Examine how classroom assistants can best support learning with a focus on understanding and meeting diverse student needs. Explore teaching practices that focus on how children learn. Investigate the core pedagogical skills that teachers utilize daily that focus on student centered learning, communication with children, and teaching methodologies. Provide support to the learning environment by taking part in hands-on experiences to manage small groups, create tailored activities, and encourage independent learning and problem-solving.

TCA 108 Complete an Individual Education Plan (2-2-4)

This module aims to provide learners with an understanding of the fundamental concepts of what an IEP is and its legal and ethical significance in special education. Students will be given the theoretical understanding and hands-on experience required to design effective Individual Education Plans, fostering inclusive education that guarantees that each student has access to a curriculum that meets their individual educational needs and capabilities.

TCA 109 Use Assistive Technology to Support Teaching and Learning (2-2-4)

This module aims to provide learners with the knowledge and skills required to collaborate with classroom teachers to effectively support diverse learners, remove barriers to provide equal access and promote participation in the learning process. Students will gain awareness about Assistive Technology (AT) and understand the principles of inclusive pedagogies. Furthermore, students will learn to treat AT as an integral part of the learning process during observation at WP. Students will develop and demonstrate skills required to assist classroom teachers in supporting learners.

TCA 130 Apply Professional Practice in the Learning Context (0-4-4)

This module provides students with a real-world experience, combining practical application, guided observation, and supervised practice in the learning context. Students will gain a comprehensive understanding of the roles and responsibilities of a teacher assistant while working alongside experienced educators. Students will develop knowledge and skills of essential assistance techniques to support classroom teachers. They will strengthen their communication skills for effective interaction with teachers, young learners, and other stakeholders.

TCA 131 Apply Assistive Technology and Strategies to Support Teaching and Learning (0-4-4)

This course provides students real-world experience, combining practical application, guided observation, and supervised practice in an educational setting using the appropriate assistive technology tools. Students will develop essential techniques to assist school teachers in using effective assistive tools to enhance the learning and teaching process.

TCA 200 Implement Positive Behaviour Management Strategies (1-3-4)

This course aims to create a positive classroom environment and explore classroom management strategies based on research and evidence-based practices. It focuses on examining age-appropriate behaviours and practices to promote social and emotional development through positive social interactions. Through microteaching scenarios, students learn to identify underlying causes of challenging behaviours and use evidence-based strategies to prevent or de-escalate them. They also discuss reinforcements and apply course practices during teaching practicum.

TCA 201 Use Classroom Displays to Support Teaching and Learning (1-3-4)

This module aims to examine classroom displays' rationale, value, and design, their impact on teaching and learning, and their role in fostering critical thinking, creativity, diversity, inclusion, and boosting learners' self-esteem in early childhood settings.

TCA 202 Explain Inclusive Education Policies and Procedures (1-3-4)

This module introduces students to inclusive and special education fundamentals, learner characteristics, UAE laws, ethics, policies, and procedures. Assessment and evaluation methods, professional practice, communication, instructional design, strategies, and collaboration in inclusive education settings.

TCA 203 Implement First Language Principles and Teaching Strategies (1-3-4)

This module aims to provide learners with the knowledge and skills to apply the fundamental theories and principles that underlie first language acquisition and development. It discusses key factors that may affect first language acquisition and explains factors that develop competency in the components of Arabic emergent literacy, including oral language development and phonological and phonemic awareness. It outlines first language teaching methods and strategies in the context of teaching and learning.

TCA 204 Explain Health Safety and Nutrition Practices (1-3-4)

This module aims to provide learners with the knowledge and skills necessary to ensure young children's safety, wellbeing and proper nutrition in early childhood education settings. This module explains how learners can create healthy, nurturing, and secure environments for young learners.

TCA 205 Implement Assistive Technology and Strategies for TD0 and Gifted Students (1-3-4)

This module aims to equip students with knowledge and skills to effectively support two diverse groups of students: determined ones and gifted students. Recognize inclusive learning environments that cater to the unique needs of these students by combining the use of assistive technology (AT) and specialized instructional strategies. Students will gain awareness of the unique individual education plans created to support students' learning, implement AT, and understand the principles of inclusive pedagogies. Observe, assist, and propose appropriate AT and methods to support learners.

TCA 206 Complete a personal and professional development plan (1-3-4)

This module equips students with the necessary skills and knowledge to create a comprehensive personal and professional development plan to guide their growth and success in various aspects of life. Provides a structured framework for self-reflection, goal setting, and action planning to enhance personal and professional growth. Explore various personal and professional development dimensions, including self-awareness, goal setting, time management, communication skills, career planning, and continuous learning.

TCA 207 Employ Basic Mathematical Skills to Support Teaching and Learning (1-3-4)

This module aims to provide learners with the knowledge and skills required to support the teaching of mathematics in early childhood settings. Explore the fundamental mathematics skills and concepts, craft diverse teaching techniques for mathematics, and create an optimal learning environment to enhance the process of teaching and learning mathematics.

TCA 208 Use Basic Science Skills in the Learning Context (12-48-4)

Develops the primary ability to design experiments that are valid and reliable towards the testing of hypotheses focused on finding solutions to an identified problem. Learners will then apply their skill of experimentation to teach science as inquiry or problem solving within two pedagogical models: guided inquiry and the 5E learning cycle.

TCA 230 Apply Health and Wellness Principles in the Learning Context (0-4-4)

This course prepares students with the knowledge, skills, and strategies needed to promote the physical, social, emotional, and mental well-being of young children in a learning context. Students will develop and implement effective teaching practices alongside their mentor school teacher that support key health and wellness principles.

TCA 231 Apply Assessment Strategies (1-2-3)

This module aims to provide learners with the knowledge and skills necessary for teacher assistants to collaborate with teachers in applying effective assessment strategies in educational settings. Through this course, students will understand various assessment strategies, enabling them to assist teachers in assessing student progress and fostering effective learning.

TCA 232 Use Observation and Documentation in the Learning Context (0-2-2)

This module aims to provide learners with the knowledge and skills required to effectively observe and document student behavior and progress in various educational settings. The course emphasizes the importance of accurate observation, note-taking, and documentation for supporting teachers in creating positive learning environments.