

Key Research Findings

This analysis was based on the pre-determined criteria and measures listed below:

Section	Description	Measures
Student Demand	<p>Includes an assessment of OCAS (2007 - 2011) enrolment data at other colleges in terms of mean growth rate with a specific focus on Fleming's direct competitors where appropriate (Georgian, Sheridan, Seneca and Durham)</p> <p>Trends in certificate, diploma, degree, apprenticeship and continuing education (where available).</p> <p>Click Below to Access Full Source Document: Fall Enrollment Trend</p>	<ul style="list-style-type: none"> ● Strong = Fleming enrolment growth is outpacing system and is equal to or greater than 3% ● Moderate = Fleming enrolment growth is equivalent to system demand and is between 1.0 to 2.9% ● Weak = Fleming enrolment growth is less than the system demand and is less than 1%
Labour Market	<p>Includes projected employment rate growth based on a consolidation of various Ontario, Canadian, and US sources including HRSDC, Sector Council Reports US Bureau of Labour Statistics, and the MTCU Employment Profile.</p>	<ul style="list-style-type: none"> ● Strong = Between 5-6 positive labour market indicators ● Moderate = Between 3-5 positive labour market indicators ● Weak = Between 1-2 or no positive labour market indicators
Competitive Analysis	<p>Includes the number of actual colleges offering the program as well as the ratio of applications to acceptances at Fleming compared to other colleges and specific comment about Fleming's direct competitors where appropriate (Georgian, Sheridan, Seneca and Durham)</p> <p>Click Below to Access Full Source Document: Fall Conversion Report</p>	<ul style="list-style-type: none"> ● Strong = Fleming conversion ratio is greater than 2 below the system ● Moderate = Fleming conversion ratio is 1 above, below or equal to the system ● Weak = Fleming conversion ratio is greater than 2 above than the system
Financial Analysis	<p>Includes a review of Contribution to Overhead (CTO) for existing programs (2010-11)</p> <p>Click Below to Access Full Source Document: Costing Analysis</p>	<ul style="list-style-type: none"> ● Strong = CTO is greater than 35% ● Moderate = CTO is between 30 - 34% ● Weak = CTO is between 20 – 30% <p>No Contribution = 19% or less</p>

Key Research Findings

Key Performance Indicators	<p>Includes KPI trends from the Key Performance Indicator Summary 5 Year Historical Overview KPI Data from Reporting Years 2008-2012.</p> <p>Click Below to Access Full Source Document: Key Performance Indicators</p>	<ul style="list-style-type: none">● Strong = Above system average in 6-7 indicators● Moderate = Above system average in 3-5 indicators● Weak = Above system average in 0-2 indicators.
Resource Analysis	<p>Requires school level assessment regarding space, technology, capital equipment and human resources. Recommendations from recent Program Review Reports included here</p>	

Key Research Findings

Educational Assistant (51228)

Student Demand¹

- **WEAK**

The following information consists of OCAS yearly student fall registration data as well as a mean growth rate and average student registration for each program under these categories:

Diploma

- Fleming's mean growth rate **(-4%)** much lower than theS system **(9%)**
- Northern has the largest growth over 5 years with **27%**
- Sheridan has the largest growth rate of **71%** however it is a new program that started in 2008

Graduate Certificate

- Sheridan's program seems to have been discontinued in 2008 with an average first year enrolment of 38 students

Apprenticeship

- Boreal offers an apprenticeship program, which is offered in French
- George Brown and Georgian also offer an apprenticeship certificate in this program

Diploma

Program: 51228 - EDUCATIONAL ASSISTANT

	2007		2008	% Change (07-08)		2008	2009		% Change (08-09)	2009	2010		% Change (09-10)	2010	2011		% Change (10-11)	% Mean Growth Rate (07-11)	5 Year Average Reg. Students
CONFEDERATION	13	18	38			18	14	-22		14	13	-7		13				3	14
→ FLEMING	70	74	6			74	66	-11		66	48	-27		48	55	15		-4	63
MOHAWK	69	72	4			72	70	-3		70	66	-6		66	69	5		0	69
NORTHERN	11	5	-55			5	8	60		8	9	13		9	17	89		27	10
SHERIDAN		24				24	75	213		75	80	7		80	74	-8		71	63
ST. CLAIR	37	41	11			41	50	22		50	59	18		59	62	5		14	50
Total	200	234	17			234	283	21		283	275	-3		275	277	1		9	254

¹ Registration data obtained from the Program Counts by Applicant Type Report (RPT0050P) in the OCAS Reporting and Analytics Cube December 7, 2011. Some programs/colleges may not be included because they were missing MCU codes in the OCAS dataset Prepared by Fleming Data Research (07-2012)

Key Research Findings

Program: 51237 - EDUCATIONAL RESOURCES AND SPECIAL NEEDS														
	2007 2008 % Change (07-08)			2008 2009 % Change (08-09)			2009 2010 % Change (09-10)			2010 2011 % Change (10-11)			% Mean Growth Rate (07-11)	5 Year Average Reg. Students
NIAGARA	82	91	11	91	84	-8	84	91	8	91	85	-7	1	87
Total	82	91	11	91	84	-8	84	91	8	91	85	-7	1	87

Graduate Certificate

Program: 71228 - EDUCATIONAL ASSISTANT														
	2007 2008 % Change (07-08)			2008 2009 % Change (08-09)			2009 2010 % Change (09-10)			2010 2011 % Change (10-11)			% Mean Growth Rate (07-11)	5 Year Average Reg. Students
SHERIDAN	41	36	-12	36									-12	38
Total	41	36	-12	36									-12	38

Labour Market

• **STRONG**

Employment Ontario²

Elementary and Secondary School Teacher Assistants (NOC – 6472)

- Employment Ontario Rating (2009-2013):
 - **Average**
- Education and Training
 - “Employment in this area may require a combination of education, experience or other attributes. Completion of secondary school is usually required. College courses in child care or related fields may be required for some positions. Teacher assistants who aid students with special needs may require specialized training and experience.”
- Demand
 - “Opportunities for employment in this occupation are expected to be average over the period from 2009 to 2013. Employment opportunity for these workers is dependent upon the number of students requiring special education, or for whom English is not their first language, as well as government expenditure on education. Increasingly, teachers are using parent volunteers to assist in some classroom activities. Opportunities will be better for those assistants who have experience working with special needs students in one-on-one situations and those who can speak a second language. Teacher assistants may also find work in after-school and summer programs.”
 - “The increasing use of computers within the classroom will require workers to keep abreast of a variety of educational software and useful internet sites.”

²“6472 Elementary and Secondary School Teacher Assist.” Employment Ontario. N.p., 2009. Web. 18 June 2012.
<http://www.tcu.gov.on.ca/eng/labourmarket/ojf/pdf/6472_e.pdf>.

Key Research Findings

HRSDC³

Elementary and Secondary School Teacher Assistants (NOC – 6472)

- Job Openings (2011/2020): **81,700**
- Job Seekers(2011/2020): **75,783**
- Post-Secondary Education Graduates: **49,628**
- “Based on projections and considering that labour demand and supply in this occupation were balanced, it is expected that labour market conditions should be balanced over the 2011-2020 period as well. The vast majority of job openings will be due to retirements. The retirement rate in this occupation is considerably above average. Workers in this occupation are older than in other occupations, and they generally take their retirement a little earlier. Expansion demand will be responsible for only **12%** of job openings. As for labour supply, school leavers will account for the majority of job seekers. This occupation will also attract a higher proportion of immigrants than most other occupations.”

US Bureau of Labour⁴

Teacher Assistants (SOC – 25-9041)

- Employment Growth : **Increased 15%**
 - **1,288,300 (2010) to 1,479,300 (2020)**
- “Growth is expected to result from increases in student enrollment and increases in childcare and preschool enrollment.”
- “Because teacher assistants work directly with students, the increase in the number of students will spur demand for teacher assistants. In addition, there will be continued demand for special education services and, in turn, demand for teacher assistants who work with these students.”

³“Childcare And Home Support Workers (647).” *Human Resources and Skills Development Canada*. N.p., 22 May 2012. Web. 22 May 2012. <<http://www23.hrsdc.gc.ca/occupationsummarydetail.jsp?&tid=83>>.

⁴Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Teacher Assistants, Web. <http://www.bls.gov/ooh/education-training-and-library/teacher-assistants.htm> May 22, 2012.

Key Research Findings

Employment Profile⁵

In 2010-2011, **36.6%** of graduates were employed in a full time position which related to this program of study provincially

Education			
Total Graduates:	3,458	Total Graduates in Survey:	2,538
		Response Rate:	74.1%

594 graduates were reported after the survey window had closed. While program information for these graduates has been included wherever possible, these graduates are not included in survey results, such as response rates.

Programs in Education

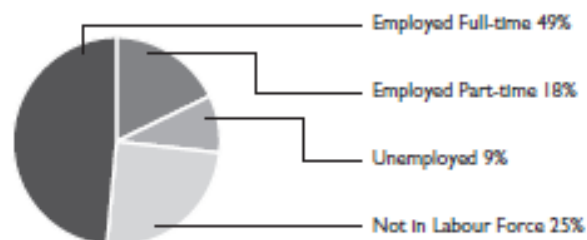
Programs	Duration	Total Grads	Total in Survey	Total in Labour Force	Colleges
Day Care Assistant	1 Year	73	59	30	Centennial, George Brown
Early Childhood Administration	Post Diploma	6	2	2	Fanshawe, Niagara
Early Childhood Education	2 Years	2,861	2,091	1,548	All 24 colleges
Early Childhood Education – Special Needs	Post Diploma	24	20	16	Humber
Early Childhood Education Resource Teacher	Post Diploma	34	25	23	Conestoga, Fanshawe, Niagara
Educational Assistant	2 Years	254	186	160	Bordal, Confederation, Durham, Mohawk, Northern, Sheridan, Sir Sandford Fleming, St. Clair
Educational Assistant	Post Diploma	30	27	23	Fanshawe, Sheridan
Educational Resources And Special Needs	2 Years	68	48	39	Niagara
Montessori Early Childhood Teacher Education	Post Diploma	1	–	–	Sheridan
Teachers Of Adults	1 Year	3	3	3	Lambton
Teachers Of English As A Second/Foreign Language	Post Diploma	89	62	55	Algonquin, Conestoga, Humber
Training And Adult Education	Post Diploma	15	15	13	George Brown

⁵"Employment Profile." Ontario. N.p., 2011. Web. 19 July 2012.
<<http://www.tcu.gov.on.ca/pepg/audiences/colleges/serials/eprofile09-10/profile10.pdf>>.

Education**Summary of Survey Data**

	Program Cluster	All Programs
Survey Population	2,538	50,622
Labour Force Participation	75%	74%
Employment Rate^a	89%	83%
Employed Part-time ^a	24%	18%
Employed Full-time ^a	65%	65%
Average Annual Earnings – Total	\$28,135	\$33,199
Average Annual Earnings – Female	\$28,112	\$31,897
Average Annual Earnings – Male	\$28,584	\$34,607
Graduate Satisfaction	91%	79%
Employer Satisfaction	95%	93%

a. As a percentage of graduates in the labour force.

Graduate Outcomes for Program Cluster (as a percentage of all respondents)**Top Five Industries of Employment**

	#	%
Social Assistance	1,034	63.1%
Educational Services	270	16.5%
Food Services and Drinking Places	55	3.4%
Food and Beverage Stores	28	1.7%
Clothing and Clothing Accessories Stores	25	1.5%

Top Five Occupational Categories

	#	%
Early Childhood Educators and Assistants	1,079	65.4%
Elementary and Secondary School Teacher Assistants	128	7.8%
Cashiers	38	2.3%
Retail Salespersons and Sales Clerks	38	2.3%
Community and Social Service Workers	33	2.0%

Key Research Findings

Education

Summary of Graduate Outcomes by Program

	Full-time Employed, Program Related		Full-time Employed, Program Unrelated		Part-time Employed, Program Related		Part-time Employed, Program Unrelated		Unemployed		Not in Labour Force	
	#	%	#	%	#	%	#	%	#	%	#	%
Day Care Assistant	8	13.6	4	6.8	3	5.1	4	6.8	11	18.6	29	49.2
Early Childhood Education	928	44.4	133	6.4	235	11.2	98	4.7	154	7.4	543	26.0
Early Childhood Education – Special Needs	9	45.0	3	15.0	2	10.0	–	–	2	10.0	4	20.0
Early Childhood Education Resource Teacher	7	28.0	3	12.0	8	32.0	1	4.0	4	16.0	2	8.0
Educational Assistant – 2 Year	68	36.6	23	12.4	24	12.9	22	11.8	23	12.4	26	14.0
Educational Assistant – Post Diploma	11	40.7	1	3.7	6	22.2	1	3.7	4	14.8	4	14.8
Educational Resources And Special Needs	23	47.9	4	8.3	9	18.8	2	4.2	1	2.1	9	18.8
Teachers Of English As A Second/Foreign Language	5	8.1	6	9.7	26	41.9	4	6.5	14	22.6	7	11.3
Training And Adult Education	–	–	–	–	8	53.3	2	13.3	3	20.0	2	13.3
All Programs In Cluster*	1,059	41.8	177	7.0	321	12.7	134	5.3	216	8.5	626	24.7

* Does not include 3 programs with fewer than 5 graduates in the labour force.

Earnings of Full-time Employed Participants

Program	Average – Females	Average – Males	Median – Females	Median – Males	Average for Program	Median for Program
Day Care Assistant	\$21,082	–	\$21,066	–	\$21,082	\$21,066
Early Childhood Education	\$27,785	\$27,141	\$27,114	\$27,114	\$27,770	\$27,114
Early Childhood Education – Special Needs	\$34,041	–	\$34,023	–	\$34,041	\$34,023
Early Childhood Education Resource Teacher	\$27,862	–	\$28,000	–	\$27,862	\$28,000
Educational Assistant – 2 Year	\$31,219	–	\$30,457	–	\$31,076	\$30,000
Educational Assistant – Post Diploma	\$34,434	–	\$36,865	–	\$34,434	\$36,865
Educational Resources And Special Needs	\$28,278	–	\$29,456	–	\$27,450	\$28,024
Teachers Of English As A Second/Foreign Language	\$27,079	\$35,067	\$26,463	\$39,000	\$31,436	\$33,600
Training And Adult Education	–	–	–	–	–	–
All Programs In Cluster*	\$28,106	\$28,359	\$27,245	\$27,375	\$28,114	\$27,310

* Does not include 3 programs with fewer than 5 graduates in the labour force.

Key Research Findings

Working in Canada⁶

Elementary and Secondary School Teacher Assistants (NOC – 6472)

- Ontario Rating: **Fair**

- **Wage Range by Region:**

Location	Wage (\$/hr)		
	Low	Median	High
Ontario	11.70	20.63	26.00
Hamilton--Niagara Peninsula Region	14.00	21.00	25.00
Kingston - Pembroke Region	11.70	20.63	26.00
Kitchener--Waterloo--Barrie Region	12.00	19.88	26.00
London Region	17.24	20.33	24.78
Muskoka-Kawartha Region	11.70	20.63	26.00
Northeast Region	11.70	20.63	26.00
Northwest Region	11.70	20.63	26.00
Ottawa Region	11.67	20.63	27.00
Stratford--Bruce Peninsula Region	11.70	20.63	26.00
Toronto Region	12.00	21.78	27.00
Windsor-Sarnia Region	11.70	20.63	26.00

Competitive Analysis⁷

- **MODERATE**

The following information consists of OCAS yearly fall application and registration data as well as a conversion ratio for each program under this category:

Diploma

- Fleming is even with the system conversion ratio of 4:1 for 2011 (but has had a better rate than the system for the past 4 years)
- Sheridan and Mohawk have consistently had the highest number of applications each year (might warrant a closer look at their promotion strategy)

Graduate Certificate

- Sheridan's program seems to have been discontinued in 2008 with a conversion ratio of **4:1**

⁶"Elementary and Secondary School Teacher Assistants.(6472)" *Working in Canada*. N.p., 30 Apr. 2012. Web. 22 May 2012. <<http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=6472&action=final&ln=1@ionKeyword=Peterborough%2C+Ontario&s=2&source=3&titleKeyword=educational+assistant#outlook>>.

⁷ Application data obtained from OCAS College Count Cube October 19, 2011 Registration data obtained from the Program Counts by Applicant Type Report (RPT0050P) in the OCAS Reporting and Analytics Cube December 7, 2011. Some programs/colleges may not be included because they were missing MCU codes in the OCAS dataset Prepared by Fleming Data Research (07-2012)

Key Research Findings

Diploma

Program: 51228 - EDUCATIONAL ASSISTANT															
	App. 2007	Reg. 2007	Conversion Ratio	App. 2008	Reg. 2008	Conversion Ratio	App. 2009	Reg. 2009	Conversion Ratio	App. 2010	Reg. 2010	Conversion Ratio	App. 2011	Reg. 2011	Conversion Ratio
CONFEDERATION	106	13	8:1	117	18	7:1	94	14	7:1	107	13	8:1	0		
FLEMING	295	70	4:1	241	74	3:1	226	66	3:1	187	48	4:1	217	55	4:1
MOHAWK	364	69	5:1	325	72	5:1	333	70	5:1	331	66	5:1	311	69	5:1
NORTHERN	63	11	6:1	41	5	8:1	41	8	5:1	48	9	5:1	52	17	3:1
SHERIDAN	0			153	24	6:1	427	75	6:1	429	80	5:1	422	74	6:1
ST. CLAIR	232	37	6:1	180	41	4:1	204	50	4:1	214	59	4:1	212	62	3:1
Total	1060	200	5:1	1057	234	5:1	1325	283	5:1	1316	275	5:1	1214	277	4:1

Program: 51237 - EDUCATIONAL RESOURCES AND SPECIAL NEEDS															
	App. 2007 Reg. 2007 Conversion Ratio			App. 2008 Reg. 2008 Conversion Ratio			App. 2009 Reg. 2009 Conversion Ratio			App. 2010 Reg. 2010 Conversion Ratio			App. 2011 Reg. 2011 Conversion Ratio		
NIAGARA	287	82	4:1	289	91	3:1	275	84	3:1	272	91	3:1	290	85	3:1
Total	287	82	4:1	289	91	3:1	275	84	3:1	272	91	3:1	290	85	3:1

Graduate Certificate

Program: 71228 - EDUCATIONAL ASSISTANT															
	App. 2007 Reg. 2007 Conversion Ratio			App. 2008 Reg. 2008 Conversion Ratio			App. 2009 Reg. 2009 Conversion Ratio			App. 2010 Reg. 2010 Conversion Ratio			App. 2011 Reg. 2011 Conversion Ratio		
SHERIDAN	251	41	6:1	140	36	4:1	0			0			0		
Total	251	41	6:1	140	36	4:1	0			0			0		

Financial Analysis

NO CONTRIBUTION

Source: Program Costing Analysis 2010/2011

- Contribution to Overhead: 16.6%
- Program Weight: 1.20
- Funding Unit: 1.20

Key Research Findings

Key Performance Indicators

• **MODERATE**

Source: Key Performance Indicator Summary 5 Year Historical Overview KPI Data from Reporting Years 2008-2012

KPI1-Graduation Rate	-3% below system
KPI2-Working	+2% above system
KPI3-Working Related	-8% below system
KPI4-Grad. Satisfaction	+1% above system
KPI8-Student Satisfaction-Learning	+2% above system
KPI9-Student Satisfaction- Teachers	+5% above system
KPI11-Grad. Satisfaction-Program	+2% above system

Resource Analysis

Equipment

Staffing

Space

Key Research Findings

Appendix

The following is the original environmental scan conducted by the Library Researchers to form the basis of the previous summary of Key Research Findings Report.

Overview of the Profession:

NOC 2006: 6472

<http://www30.hrsdc.gc.ca/NOC/English/NOC/2006/ProfileKeyword.aspx?val=6&val1=6472&val11=educational+assistant&val12=0&val13=0&val14=&val15=0&val16=0>

Elementary and secondary school teacher assistants perform some or all of the following duties:

- Assist students with lessons under direct supervision of classroom teacher
- Monitor and report to classroom teacher on student progress
- Assist in preparation of learning materials and environment
- Accompany and supervise students during activities in school gymnasiums, laboratories, libraries, resource centres and on field trips
- Assist special needs students, such as those with mental or physical disabilities, with mobility, communication and personal hygiene
- Prepare classroom displays and bulletin boards
- Operate or assist teacher in operation of projectors, tape recorders and other audio-visual equipment and office equipment such as photocopier, fax machine and computer
- Carry out behaviour modification, personal development and other therapeutic programs under supervision of professionals such as special education instructors, psychologists or speech-language pathologists
- Work with special needs students using techniques such as sign language, Bliss symbols or Braille
- Monitor students during recess, at noon hour or during the day
- May assist with marking of tests and worksheets
- Assist with classroom inventory
- Assist in school library or office and perform other duties assigned by school principal.

Common Job Titles

- educational assistant
- educational resources assistant
- lunch room supervisor
- program assistant, education
- secondary school teacher's assistant
- special education assistant
- staff assistant, education
- teacher's aide
- teacher's assistant

Typical Employers

- elementary and secondary schools
- non-institutional social service agencies

Key Research Findings

Labour Market

Working in Canada

1. Employment potential for the Muskoka-Kawartha-Peterborough Area is "Fair" (Working in Canada)
<http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=6472&action=final&ln=l®ionKeyword=Peterborough%2C+Ontario&s=2&source=3&titleKeyword=educational+assistant#outlook>

HRSDC

2. National Outlook – 10-Year Projection (2011-2020)
<http://www23.hrsdc.gc.ca/occupationsummarydetail.jsp?&tid=83>

This occupation (EA) is part of a larger occupational group called **Childcare and Home Support Workers (647)**

Occupations in this group	Visiting Homemakers, Housekeepers and Related Occupations (6471), Elementary and Secondary School Teacher Assistants (6472), Babysitters, Nannies and Parents' Helpers (6474)
Employment (non-student) in 2010	201,152
Median Age of workers in 2010	42.1
Average Retirement Age in 2010	60

3. Estimated that there will be more job seekers in this field than job openings for the 2011-2020 periods (job openings are expected to total **80,353**. It is expected that **75,783** job seekers will be available to fill these job openings). The majority of job seekers will come from the school system (65%) and 30% from immigration. This occupation attracts a higher proportion of immigrants than most other occupations.
4. Over the 2006-2008 period, this occupation experienced strong employment growth and a decline in the unemployment rate. However, the unemployment rate remained slightly above the average for all occupations.
5. Based on these projections and considering that labour demand and supply in this occupation were balanced in recent years it is expected that labour market conditions should be balanced over the 2009-2018 period as well. The vast majority of job openings will be due to retirements.
6. According to Employment Ontario (Estimates 2006), 66% are Full-Time, 32% are Part-Time, 99% are Employees with only 1% Self-Employed
http://www.tcu.gov.on.ca/eng/labourmarket/ojf/pdf/6472_e.pdf
7. Local wage for Peterborough/Kawartha Region 2010:
 - Low: \$18.59 Average: \$19.66 High: \$20.88<http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=6472&action=final&ln=l®ionKeyword=Peterborough%2C+Ontario&s=1&source=3&titleKeyword=educational+assistant#wages>

US Bureau of Labour

<http://www.bls.gov/ooh/Education-Training-and-Library/Teacher-assistants.htm>

Key Research Findings

Job Outlook:

Employment of teacher assistants is expected to grow by 15 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected to result from increases in student enrolment, continued demand for special education services, and increases in childcare and preschool enrolment. Student enrolment in public and private elementary and secondary schools is expected to increase from 2010 to 2020. Because teacher assistants work directly with students, the increase in the number of students will spur demand for teacher assistants. In addition, there will be continued demand for special education services and, in turn, demand for teacher assistants who work with these students. Furthermore, enrolment is expected to increase in childcare services and preschool programs, both of which employ teacher assistants. Increases in enrolment will increase demand for teacher assistants in these settings.

Job Prospects

In addition to job openings from employment growth, numerous openings will arise as assistants leave the job and must be replaced. Because this occupation requires limited formal education and has low pay, many workers transfer to other occupations or leave the labour force because of family responsibilities, to return to school, or for other reasons.

Job opportunities for teach assistants vary significantly by geography. Opportunities should be better in the South and West, which are expected to have rapid increases in enrolment, and in urban schools, which often have difficulty recruiting and keeping teacher assistants.

Industry Standards:

The occupation is *notregulated* in any province in Canada.

Professional Associations:

[Halton District Educational Assistant Association](#)

Employment Requirements

Employment requirements are prerequisites generally needed to enter an occupation.

- Completion of secondary school is usually required.
- College courses in child care or related fields may be required for some positions.
- Teacher assistants who aid students with special needs may require specialized training and experience.

Skills Requirements:

There are often specific abilities, aptitudes and knowledge that are prerequisites to obtain employment in an occupation.

Most employers who advertise are looking for workers who have the following experience and skills:

Experience:

0-2 years

Specific Skills:

Assist in preparation of learning materials and environment. Assist with lessons. Accompany and supervise students during school activities and outings. Carry out or assist with behaviour modification and other therapeutic programs.

Key Research Findings

Additional Skills:

Monitor students during recess and lunch hour.

Working Conditions:

The hours of work for elementary and secondary school teacher assistants are typical of a regular school day, anywhere from 8 AM to 4 PM. According to the 2006 census, almost 80% of people employed in this occupation worked for part of the year, mimicking the conventional 10-month school year. This occupation often involves prolonged periods of standing and walking and can be both physically and mentally demanding, particularly for those assisting special needs students with mental or physical disabilities.

Those wishing to enter into this occupation will be required to pass a criminal record check and depending on the employer, a check against the child-abuse and sexual offender registries may also be required. To obtain a report, please consult with your local or regional police service.

http://www.workingincanada.gc.ca/report-eng.do?area=8792&lang=eng&noc=6472&action=final®ionKeyword=Peterborough%2C+Ontario&s=5&source=0&titleKeyword=educational+assistant#report_tabs_container2

Educational Programs Leading to this Occupation

N/A

Educational Competitors

Individual Community College/Institute Information

(Click on Program Title to view college program page)

11 Ontario Colleges currently offer this Certificate Program (including Fleming)

- Includes Highlights of unique program characteristics.

Boreal

[Educational Assistant](#) – Apprenticeship (offered in French)

Centennial

[Educational Assistant](#) – Online via Continuing Education

Conestoga

[Educational Assistant](#) – Part time

Confederation

[Educational Assistant](#)

Durham

[Educational Assistant](#) – Online via Distance Education

Fanshawe

[Educational Assistant](#) – Continuing Education

- Teacher's Assistant is not listed in their Con. Ed. Calendar

Key Research Findings

Mohawk

[Educational Assistant](#)

Niagara

[Educational Assistant – Special Needs Support](#) Diploma

Northern

[Educational Assistant](#)

Sheridan

[Educational Assistant](#) – Full time Diploma

[Educational Assistant](#) – Continuing Education

St. Clair

[Educational Assistant](#)

APS #	MTCU Code	Approved Program Name	Program Weight	Funding Unit	Degree Factor	Institution
1129	51228	Aide-enseignant-e	1.20	1.20	2.00	BOREAL
1249	51228	Educational Assistant	1.20	1.20	2.00	CENTENNIAL
1183	41228	Educational Assistant	1.00	0.40	0.50	CONESTOGA
1176	51228	Educational Assistant	1.20	1.20	2.00	CONFEDERATION
1173	51228	Educational Assistant	1.20	1.20	2.00	DURHAM
1162	41228	(P-T) Teacher Assistant	1.00	0.40	0.50	FANSHAWE
1191	71228	(P-T) Educational Assistant	1.20	0.80	1.00	FANSHAWE
1121	51228	Educational Assistant	1.20	1.20	2.00	FLEMING
1212	51228	Educational Assistant	1.20	1.20	2.00	MOHAWK
1061	51237	Educational Assistant - Special Needs Support	1.30	1.60	2.00	NIAGARA
1186	51228	Educational Assistant	1.20	1.20	2.00	NORTHERN
1225	51228	Educational Assistant	1.20	1.20	2.00	SHERIDAN
110	71228	Educational Assistant	1.20	0.80	1.00	SHERIDAN

Key Research Findings

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119						
0	51228	Educational Assistant	1.20	1.20	2.00	ST CLAIR

Employment Postings:

On April 13, 2012, there were 0 jobs listed locally in the Job Bank (5 jobs in Ontario, 26 jobs in Canada). Typically, EA postings become available between June-September to prepare for the school year. See below for the variety of postings....

Source: jobbank.gc.ca

Job Number: 6313475

Title: Educational assistant (Classroom Assistant, Conductive Education) ([NOC: 6472](#))

Terms of Employment: Temporary, Full Time, Shift, Weekend, Day

Salary: \$12.30 Hourly for 8 hours per week

Anticipated Start Date: As soon as possible

Location: Toronto Centre, Ontario (3 vacancies)

Skill Requirements:

Education: Not applicable

Credentials (certificates, licences, memberships, courses, etc.): Not applicable

Experience: Experience an asset

Languages: Speak English, Read English, Write English

Work Experience with Special Needs Students: Physically disabled, Mentally challenged, Emotionally disturbed, Assistance with communication, Assistance with mobility, Assistance with personal hygiene, Assistance with lifting students

Specific Skills: Use basic remedial education techniques, Assist with lessons, Monitor and report to classroom teacher on student progress, Prepare classroom displays and bulletin boards

Security and Safety: Criminal record check

Work Conditions and Physical Capabilities: Work under pressure, Repetitive tasks, Standing for extended periods

Essential Skills: Working with others, Problem solving, Critical thinking, Continuous learning

Employer: Ontario March of Dimes

How to Apply:

Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

By Mail:

10 Overlea Blvd Toronto, Ontario M4H 1A4

By Fax: (416) 425-1920

Key Research Findings

By E-mail: bpage@marchofdimes.ca

Web Site: <http://www.marchofdimes.ca>

Advertised until: 2012/04/20

Job Number: 6307033

Title: Educational assistant (to Director of Academy) ([NOC: 6472](#))

Terms of Employment: Permanent, Part Time leading Full Time

Salary: \$10.25 Hourly for 25 hours per week, Other Benefits, Medical Benefits, Dental Benefits

Anticipated Start Date: As soon as possible

Location: Toronto North, Ontario (1 vacancy)

Skill Requirements:

Education: Completion of university

Credentials (certificates, licences, memberships, courses, etc.): Not applicable

Experience: 1 to less than 7 months

Languages: Speak English, Read English, Write English

Work Periods: Regularly or daily

Essential Skills: Reading text, Document use, Writing, Oral communication, Working with others, Problem solving, Job task planning and organizing, Finding information

Employer: Daniel Education Centre Corp. o/a/ Upper Madison College

How to Apply:

Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

By E-mail: eunice.kim@umcollege.ca

Web Site: <http://www.umcollege.com>

Advertised until: 2012/04/18

Job Number: 6364721

Title: Educational assistant (Summer Camp Assistant) ([NOC: 6472](#))

Terms of Employment: Temporary, Full Time, Day

Salary: \$12.00 Hourly for 40 hours per week

Anticipated Start Date: 2012/06/25

Location: London, Ontario, Ontario (2 vacancies)

Skill Requirements:

Education: Some college/CEGEP/vocational or technical training, Some university

Credentials (certificates, licences, memberships, courses, etc.): First Aid Certificate, Cardiopulmonary Resuscitation (CPR) Certificate

Experience: 2 years to less than 3 years

Languages: Speak English, Read English, Write English

School Grades of Children: Kindergarten, Elementary school and middle school

Key Research Findings

Work Experience with Special Needs Students: Emotionally disturbed, Assistance with communication

Specific Skills: Carry out or assist with behaviour modification and other therapeutic programs, Assist with lessons, Monitor and report to classroom teacher on student progress, Assist in preparation of learning materials and environment

Security and Safety: Criminal record check

Work Conditions and Physical Capabilities: Fast-paced environment, Attention to detail

Essential Skills: Oral communication, Working with others, Problem solving, Decision making, Critical thinking

Employer: London Speech & Language Centre

How to Apply:

Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

By Mail:

1589 Fanshawe Park Rd. E.

London, Ontario

N5X 3Z9

By Fax: (519) 642-2470

By E-mail: suebristow@londonspeech.com

Web Site: <http://www.londonspeech.com>

Advertised until: 2012/04/20

Job Number: 6341325

Title: Lunch room supervisor - elementary school (Lunch Room Supervisor) ([NOC: 6472](#))

Terms of Employment: Casual, Part Time, On Call, Day

Salary: \$11.88 Hourly for 5 hours per week

Anticipated Start Date: As soon as possible

Location: Thunder Bay, Ontario (1 vacancy)

Skill Requirements:

Education: Not required

Credentials (certificates, licences, memberships, courses, etc.): Not applicable

Experience: No experience

Languages: Speak English, Read English

School Grades of Children: Kindergarten, Elementary school and middle school

Work Periods: Regularly or part time, Occasionally

Additional Skills: Monitor students during recess and lunch hour

Key Research Findings

Security and Safety: Criminal record check, Child abuse, Tuberculosis test

Work Conditions and Physical Capabilities: Fast-paced environment

Transportation/Travel Information: Own transportation

Essential Skills: Reading text, Oral communication, Working with others, Problem solving, Decision making, Critical thinking

Employer: Lakehead Public Schools

How to Apply:

Please apply for this job only in the manner specified by the employer. Failure to do so may result in your application not being properly considered for the position.

By Mail:

511 W. Victoria Avenue Thunder Bay, Ontario P7C 1H2

In Person between 9:00 and 15:30:

511 W. Victoria Avenue

Thunder Bay, Ontario

P7C, 1H2

By Phone: between 9:00 and 15:30: (807) 577-7551

Advertised until: 2012/04/20