

COURSE NAME: ECE235 Developmentally Appropriate Practices III: School Age

Credit Value: 1
Total Course Hours: 18
Prerequisite Course(s): None
Corequisite Course(s): none

COURSE DESCRIPTION

This course is designed to enable the student to apply child development knowledge specifically pertaining to the needs of school age children. Elements of play based learning as well structured activities will be covered. Students will have an understanding of how to develop and implement a program suitable for this age group within a creative supportive learning environment.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Demonstrate knowledge of the basic concepts of quality care in a school-age program.
 - 1.1 Recognize that all students are competent, capable of complex thinking, curious and rich in potential
 - 1.2 Acknowledge that environments and experiences should allow students to exercise choice and personal interests and needs in afterschool programming
 - 1.3 Describe how the healthy development of the child is a team effort involving the teaching team and parents
 - 1.4 Recognize that students with differing abilities and needs feel valued, connected to others, and are able to make contributions to the group
- 2.0 Describe the elements of quality school-age child care curriculum.
 - 2.1 Examine how programs support students in making connections with their peers and staff in structured and unstructured interactions as well as providing opportunities for students to engage in independent activities
 - 2.2 Establish planning strategies that support all students being able to participate fully in ways that are most comfortable for them
 - 2.3 Describe how programs support physical and mental health and wellness, and are rooted in an understanding of child development
 - 2.4 Design appropriate activities to enhance developmental needs of the school age child
- 3.0 Apply the concepts and principles in using the environment positively in a school-age program
 - 3.1 Establish how School age programs can provide safe, inclusive spaces for children, families and educators
 - 3.2 Design the school age environment to reflect that each student, with differing abilities, interests and perspectives feel that their experiences and strength are valued.
 - 3.3 Acknowledge that harassment/discrimination free environments support optimal participant growth
 - 3.4 Describe the need for outdoor activities and connecting children with nature
- 4.0 Analyze all the components of developmentally-appropriate school-age activities and experiences.
 - 4.1 Describe the specific developmental needs of the school-age child to educational experiences
 - 4.2 Explore appropriate materials, activities,

- and experiences that support the developmental needs of the school-age child
- 4.3 Explore the possibilities of field trip experiences
- 5.0 Interpret the relevancy of options available for school-age programs.
- 5.1 Describe the various school-age program options found in Ontario
- 5.2 Evaluate the importance of school-age program options
- 5.3 Explore the Ministry of Education's policies for school age programs in Ontario
- 5.4 Describe the Extended Day program and how it facilitates the ongoing needs of children through various ages
- 6.0 Describe the specific developmental needs of school age children
- 6.1 Explore and define specific behaviour issues and guidance management pertaining to school age children
- 6.2 Demonstrate knowledge of the various domains and how to enhance development of each
- 6.3 Demonstrate an understanding of the value

- of physical activity and proper nutrition to the growing needs of school age children
- 7.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education
- 7.1 Consistently and punctually attend all classes as scheduled
- 7.2 Comprehensively complete all tasks assigned in the course, according to the deadlines as outlined
- 7.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times
- 7.4 Display the capabilities of safely and competently engaging with young children and their perspective agencies
- 7.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting
- 7.6 Display the ability to work collaboratively and effectively with peer groups and professors

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

1. design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
3. select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
4. establish and maintain responsive relationships with individual children, groups of children and families.
5. assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning.
7. identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a

variety of early learning environments.

10. engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignment 25%

Assignment 25%

Assignment 25%

Final Exam 25%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Recommended

Resources Used:

Caring for School Age Children 1st Canadian Ed. by Phyllis M. Click, Jennifer Parker, Deborah Stone-Zukowski
School-Age Care Environment Rating Scale (SACERS)

Extended Day Program: <http://www.edu.gov.on.ca/eng/curriculum/elementary/kinderprogram2010.pdf>

With Our Best Future in mind: <https://www.ontario.ca/education-and-training/early-learning-report>

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

class activities; small group

DELIVERY MODE

2 hour in class, lecture, discussion, group work

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops

- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.