



## COURSE OUTLINE: ED 270 - SCHOL AGE CARE & PRG

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<b>Course Code: Title</b>	ED 270: SCHOOL AGE CHILD CARE & PROGRAMMING
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Academic Year:</b>	2023-2024
<b>Course Description:</b>	With the knowledge of child development and teaching methods as a foundation, the student will learn how to develop curriculum and establish programs aimed at meeting the particular needs of the school-aged child. Students will recognize the importance of a wide range of experiences and activities for children in this age group and will learn how to capitalize on their interests and abilities. Emphasis is placed on how to balance the freedom of choice within the context of group decision-m
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	28
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	OEL1435
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
	VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their



impact on one's own role in early years and child care settings.

**Essential Employability Skills (EES) addressed in this course:**

- EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Other Course Evaluation & Assessment Requirements:**

Students will need all field practice requirements verified by the Field Placement Officer in order to complete course work.

**Books and Required Resources:**

Introduction to School-Age Care in Canada by Bisback and Kopf-Johnson  
 Publisher: Pearson Education Canada Edition: 2  
 ISBN: 9780132082013

Excerpts from ELECT by Ontario Ministry of Education  
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Ontario Regulation 137/15 Child Care and Early Years Act, 2014 by Ontario Ministry of Education  
<http://www.ontario.ca/laws/regulation/r15137#top>

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Explain the essential characteristics of school-age programs	1.1 Explain the need for school-age programs 1.2 Identify various types and settings of school-age programs. 1.3 List the roles and responsibilities of the educator. 1.4 Link aspects of the Child Care and Early Years Act and other policies to school-age programs.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Demonstrate a thorough understanding of child development for this population	2.1 Relate various theories of development to school-age children. 2.2 Observe school-age children and groups and identify the learning according to the continuum of development using a holistic approach. 2.3 Distinguish the difference between kindergarten and school-age development. 2.4 Identify the variations that occur in children`s development,



	interests and ideas.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Plan school-age program environments	3.1 List quality indicators and other factors that make indoor and outdoor environments inviting, inclusive, and developmentally appropriate. 3.2 Plan healthy and safe indoor and outdoor environments and programming in accordance with current legislation. 3.3 Identify obstacles in planning school-age program environments and the strategies to overcome these obstacles.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Explain key elements of program planning processes for school-age programs	4.1 Use appropriate strategies to identify and interpret children`s abilities, skills, interests and ideas. 4.2 Explain the significance of play in school-age programs, 4.3 Identify various curriculum models and approaches and determine the appropriateness for application to curriculum and program development. 4.4 Outline techniques to help build appropriate skills for school-age children. 4.5 Provide tangible examples of activities and resources appropriate for use in school-age programming. 4.6 Identify strategies to involve children and their families in program planning.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Suggest goals and quality criteria for effective guidance techniques and communication strategies with school-age children	5.1 Identify methods to establish genuine, respectful interactions with school-age children. 5.2 Describe the basic concepts which serve as a foundation for effective positive guidance techniques in school-age programs. 5.3 Describe effective communication skills and methods specific to working with school-age children.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Act in a professional manner	6.1 Use self-reflection and self-evaluation skills in an ongoing manner. 6.2 Use critical thinking skills to analyze, problem solve and plan. 6.3 Contribute one`s own ideas, opinions and information while demonstrating respect of those of others. 6.4 Communicate clearly, concisely, and effectively in written, spoken, and visual form. 6.5 Apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 6.6 Take responsibility for one`s own actions, decisions, and consequences. 6.7 Comply with ECE Confidentiality Policy, ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice. 6.8 Document and report observations in a professional manner.



**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	70%
Professional Collaboration and Reflection	30%

**Date:**

June 22, 2023

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

