



## I. COURSE DESCRIPTION:

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-making.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Describe the essential characteristics of school-age programs***  
Potential Elements of the Performance: *(Reflection of VLO #7)*
  - explain the need for school-age programs
  - identify various types and settings of school-age programs
  - identify indicators of quality
  - explain the importance of a program philosophy and program goals
  - list the roles and responsibilities of the educator
  - link aspects of the Day Nurseries Act and other policies to school-age programs
  
2. ***Demonstrate a thorough understanding of child development for this population.*** *(Reflection of VLO #1and3)*  
Potential Elements of the Performance:
  - relate various theories of development to school-age children
  - identify the social, emotional, physical, cognitive and language milestones and needs of the kindergarten and school-age child.
  - distinguish the difference between kindergarten and school-age development.
  - observe school-age children in school-age programs
  
3. ***Plan school-age program environments.*** *(Reflection of VLO #2)*  
Potential Elements of the Performance:
  - list quality indicators and other factors that make indoor and outdoor environments inviting and developmentally appropriate
  - identify obstacles in planning school-age program environments and the strategies to overcome these obstacles
  - identify strategies to involve children and their families

4. **Describe key elements in the processes of program planning for school-age program**(Reflection of VLO #2)

Potential Elements of the Performance:

- observe children using a variety of observation techniques
- explain the role of play in school-age programs
- identify various curriculum approaches
- outline techniques to help build skills appropriate for school-age children
- provide tangible examples of activities and resources appropriate for use in school-age programming

5. **Suggest goals and quality criteria for effective guidance techniques and communication strategies with school-age children**(Reflection of VLO #4)

Potential Elements of the Performance:

- identify behaviours that create challenges for the individual or the group
- describe the basic concepts which serve as a foundation for effective guidance techniques in school-age programs
- describe effective communication skills and methods specific to working with school-age children

6. **Act in a professional manner**(Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- demonstrate reflective practice.

### III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- School-Age Care In Canada
- The Educators in School-Age Programs
- School-Age Children - Growth and Development
- Creating Indoor and Outdoor Environments
- Developing and Building Community
- Effective Guidance Techniques and Communication Strategies for Use with School-age Children

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Field Practice Requirements – please refer to the Sault College website [www.saultcollege.ca](http://www.saultcollege.ca) for details. Go to Programs and Courses – Community Services – ECE – Clinical and Field Placement
- Bisback, K. and Kopf-Johnson, L., (2010). ***An Introduction to School-Age Care in Canada***. Toronto: Pearson Education Canada.(will be used in Semester 4)
- Card-stock paper folder, solid colour

#### ***TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE***

- Haig, J., MacMillan, V., Raikes, G. (2010). ***Cites and Sources. Revised 3<sup>rd</sup> Edition***. Canada: Thomson Canada. (*previously purchased*)
- ***Day Nurseries Act***
- Ontario Ministry of Child and Youth Services. (2007). ***Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007***Not available in the bookstore. Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**TESTS (2) 30%**

- Tests must be completed on the date scheduled. If students are unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.
- Students arriving late after other classmates have left the testing area will not be able to write the test.

**PROFESSIONAL PRACTICE 5%**

Students will have the opportunity to develop the professional skills required for the ECE field.

**IN-CLASS EXPERIENCES 15%**

A number of in-class learning experiences will be offered. These experiences are designed to engage students in their learning. Students will be expected to come to class prepared.

**ASSIGNMENTS 50%**

**1. School-Age Program Visits and Assignments 30%**

Students will visit a local school-age program to complete various assignments. Field work hours will be credited.

**2. School-Age Activities 20%**

Students will present and share developmentally appropriate school-age activities and resource ideas.

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Students are more than welcome to hand in assignments before the due date. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
  1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
  2. The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.
- Late, major assignments will be deducted 5% per day, including weekends. There will be a (20% maximum deduction. Major assignments, more than one week late, will not be accepted.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Plagiarism posted on the Student Portal.
- Students are responsible for retaining a file of all drafts and returned assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.
- Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date.

**METHOD OF ASSESSMENT (GRADING METHOD):**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

A minimum of an overall 2.0 Grade Point Average must be maintained to receive a diploma from Sault College.

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, and records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>

ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Course Syllabus

Students are expected to be familiar with the details outlined in the course syllabus which will be handed out in class and posted on LMS

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.