

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***

*Reflection of *VLO # 7*

Potential Elements of the Performance:

- explain the need for school-age programs
- identify various types and settings of school-age programs
- 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 #1, 3*

Potential Elements of the Performance:

- relate various theories of development to school-age children
- observe and identify the learning of school-age children and groups along a continuum of development and in relation to learning expectations and holistic development
- distinguish the difference between kindergarten and school-age development
- identify and respect the variations that occur in children's development and interests

3. ***Plan school-age program environments*** *(Reflection of *VLO #2, 5*

Potential Elements of the Performance:

- list quality indicators and other factors that make indoor and outdoor environments inviting, inclusive, and developmentally appropriate
- plan healthy and safe indoor and outdoor environments and programming in accordance with current legislation
- identify obstacles in planning school-age program environments and the strategies to overcome these obstacles

4. **Describe key elements in the processes of program planning for school-age program** *Reflection of *VLO #1, 2*

Potential Elements of the Performance:

- use appropriate strategies to identify and interpret children's abilities, interests, and skills
- explain the role of play in school-age programs
- identify various curriculum models and approaches and determine the appropriateness for application to curriculum and program development
- 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
- identify strategies to involve children and their families

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 methods to establish genuine, respectful interactions with school-age children
- describe the basic concepts which serve as a foundation for effective positive 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:

- use self-reflection and self-evaluation skills in an ongoing manner
- 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
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- comply with ECE Confidentiality Policy, ECE Program Manual, the Sault College Student Code of Conduct, and CECE Code of Ethics and Standards of Practice
- document and report observations in a professional manner

* VLO - Ministry of Training, Colleges and Universities, ECE Program Standards Vocational Learning Outcomes

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:

TEXTS

1. 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)

MATERIALS

1. Field Practice Requirements – please refer to the Sault College website www.saultcollege.ca for details. Go to Programs and Courses – Community Services – ECE – Clinical and Field Placement
2. Name Tag
3. Card-stock paper folder, solid colour

ON-LINE DOCUMENTS Only portions will be used.

1. Government of Ontario Publications. (1990) *Revised Statutes of Ontario*. Available online:
http://www.e-laws.gov.on.ca/html/regqs/english/elaws_regqs_900262_e.htm
2. Ontario Ministry of Child and Youth Services. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007* Available online:
<http://www.gov.on.ca>.

V. EVALUATION PROCESS/GRADING SYSTEM:

EXPERIENTIAL LEARNING OPPORTUNITIES (IN-CLASS) 15%

A number of in-class learning experiences will be offered. These experiences are designed to engage you in your learning. You will be expected to come to class prepared to discuss readings, present ideas and, at times, activities. These learning opportunities will also help you to develop professional skills required for the ECE field.

READING RESPONSES 15%

You will provide reflections about your assigned reading reflections using the LMS dropbox system.

QUIZZES 10%

Short quizzes at the end of each module will be completed on LMS during designated non-class time periods.

ASSIGNMENTS 60%

1. School-Age Program Visits and Assignments (2 parts) 45%

You will visit a local school-age program to complete various assignments.

2. School-Age Activities 15%

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

Notes about Assignments

- You are more than welcome to hand in assignments before the due date. Assignments are to be submitted at the beginning of class. Please check with the professor regarding the steps that should be taken if assignment submissions are late. There are deductions and final submissions dates which will be discussed in class and posted on LMS.
- 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 Academic Dishonesty posted on the Student Portal.
- You are responsible for retaining a file of all drafts and returned assignments. You should keep your computer file of assignments until the end of semester.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

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.

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

VI. SPECIAL NOTES:

ECE Program Guide:

Students are expected to be familiar with and adhere to the policies and practices outlined in the *Early Childhood Education: A Guide to your Program* booklet. This information will be reviewed at the beginning of the semester and will be posted on LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal and LMS form part of this course outline. Students are expected to adhere to these expectations; therefore they must review the addendum and be familiar with these expectations.